VII

FIRST

ANNUAL REPORT

FROM

THE GOVERNORS

OF THE

MADRAS UNIVERSITY.

1842.

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MADRAS UNIVERSITY.

Founder—LORD ELPHINSTONE.

President—GEORGE NORTON, Esquire.

Governors.

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Acting Secretary—S. ROGERS, Esq.

Head Master of the High School—E. B. POWELL, Esq.

First Tutor—Mr. WHITE.
Second Tutor—Mr. MACLEISH.
Third Tutor—Mr. GODFREY.

Native Teachers—SEETARAM SASTRALOO, MAHA LINGIAH, GUNNESH GUNGENDER SASTRY.

FIRST ANNUAL REPORT

FROM

The Governors of the Madras University.

To

THE RIGHT HONORABLE

THE GOVERNOR IN COUNCIL.

MY LORD; AND HONORABLE SIRS,

We have the honor to lay before Government our first Annual Report on the state and progress of the Madras University, and also an account of the steps we have taken in conformity with the instructions of Government* towards the advancement of other projected measures connected with National Education.

* *Appendix A.*

We are desirous on the present occasion of exhibiting under one concentrated view, the whole scope and scheme of the labours we have been engaged in; conceiving that this is the best, if not the only, way of attracting public attention to the subject of National Education in this Presidency, in all its bearings; and trusting at the same time that we may thereby facilitate the practical efforts which may hereafter be directed to bringing any suggested measures into operation. Reports such as we are now drawing up, have usually at their commencement referred, in a general manner, to the objects contemplated, sometimes opened partially the views and system intended to be followed out, and detailed the few particular steps of advancement thro' the past year. Each subsequent Annual Report has borne testimony to the further development of the plan, and to the incidental progress of the Institutions, with some allusive observations on what has been previously accomplished. These facts, useful and necessary to those immediately concerned, serve their temporary purpose of imparting the

requisite information in those quarters. But they fail of gaining any hold on the public interest—and soon vanish utterly from all recollection. Those who, after any considerable lapse of time, may seek a full comprehension of the system and plan of the Institutions reported upon—whether with a view to their superintendence and government, or with that of originating similar foundations which experience may have accredited—can only do so by extending a more laborious search thro' a mass of documents, than many are willing to prosecute. Our Board have been induced by these considerations to aim, in the first instance, at a more or less complete organization of those Educational establishments which have been projected, and a thorough development of our propositions of a more general scope In now presenting in a connected shape the whole of these schemes and suggestions to the attention of Government and of the public, we do not assume that this Report will meet or merit a different fate from that of similar productions; but we feel convinced that, as a document of reference, its value will rise in proportion to its full exposition of those plans which form the basis of all subsequent proceedings.

This Report will comprise an account of the state and progress of the *Madras University*—the proposals laid by us before the consideration of Government for the establishment of *Provincial institutions* of a similar character to that of the High School of the Madras University—the suggestions of our Board for *Public Educational Tests* of qualification for office—and (in connection generally with the object of National Education in India) their sentiments on the *preparation of Class Books*, and *translated works*, the communication of which has been desired by the Supreme Government.

THE MADRAS UNIVERSITY.

HIGH SCHOOL. The address by the Governors to Lord Elphinstone, which was read at the opening of this foundation on the 14th April 1841, and which has been printed with translations and widely circulated throughout the Presidency, together with the Fundamental Rules* will serve to explain the general quality and objects of the Institution, and also all those preliminary steps taken for its efficient formation.

* *Appendix B.*

It may, however, appear expedient to recapitulate some of the leading particulars of those steps with a view to the better comprehension of those subsequent arrangements for the completion of the system of instruction prosecuted in that department of the University called The High School.

The main object of the University is that of imparting a higher and more extensive quality of intellectual cultivation to the superior classes of youths of all denominations, and to such other individuals as by endowments or other means may possess time and opportunity for such a course of education.

Having regard to the present neglected state of education among the Native community, our Board in the first instance confined their attention to the organization of the High School. They secured and furnished an appropriate building, upon a scale of liberality consistent with the quality and pretensions of the Institution; and they adapted all the internal accommodations for the reception of a body of Native youths of various castes who pass seven hours each day at the School house, so that, while no invidious distinctions were sanctioned, no violations of religious habits or customs could be apprehended. It is gratifying to report that a perfect harmony has existed, and not a shadow of dissatisfaction arisen on this score.

The Board have supplied the School with a Head Master from England, Mr. Eyre Burton Powell, a gentleman who has gained the highest grade of scholastic honor in the University of Cambridge. Out of an abundant choice of competent persons they have selected three English Tutors, Mr. White, Mr. McLeish and Mr. Godfrey, and three Native Teachers in the vernacular languages, Seetharam Sastreloo, Maha Lingiah and Gunesh Gungenden Sastry. The Board further proceeded to establish a Preparatory School, which tho' regulated under their supervision, does not enter into their permanent scheme, for the rudimental education of such as are altogether ignorant of the English language, in order to their admission into the High School, for which some proficiency in the English language is a requisite qualification. Over this Preparatory School, which is now situated in the Black Town, Mr. Lewis has been placed as Master, with Mr. Peppin as Second Master.

The school fee for the Scholars of the High School has been fixed at 4 Rupees per month; that for the Pupils of

the Preparatory School at 2 Rupees. Our Board have since given much consideration to this question of the amount of the school fee, upon which some difference of opinion prevails. On the one hand it is apprehended that many are dissuaded, if not precluded, from sending Scholars on this sole account. It is remarked that the effects and practical benefit of education are little understood or appreciated as yet, even among the better order of the Native community; so that even a trifling payment is grudged for what is not duly valued. It is argued that the best criterion of success is the large and increasing number of the Students, and that it signifies little what their circumstances and quality may be, so that a thorough and superior education be widely imparted among the community. On the other hand it is feared that the opening the Institution to the access of all without any payment, altho' it should lead indeed to a large influx of Pupils of an inferior class, who might prefer the High School to various others open to them for little or no payment, yet it would have little effect in attracting youths from the more respectable families, but rather the reverse.

It is further urged that very few of those thus induced to enter the School would come with any other view than that of qualifying themselves for a preference in the lower grades of public offices; and would indeed be constrained to leave the institution as soon as they were old enough to earn a mere livelihood. It is contended that by such a measure of reduction in the amount of the school fee there would be manifest danger of defeating, thro' these results, the principles and objects of the Institution, which aims at diffusing an amount of knowledge in the higher departments of science and literature, calculated to qualify for the superior offices in the public service, and the more liberal avocations in life.

As this question of the amount of the school fee is one of detail, and not settled by one of the Fundamental Rules, the Board will exercise a cautious discretion in regulating it. Some further experience, as well as discussion, will probably appear expedient before coming to any final resolution on the subject.

Regulations having been made for the mode of admitting Scholars, and their distribution in classes under the Head Master and Tutors having been arranged, the High School was opened on the 14th April 1841, in a formal and ceremonious manner. The scene was one of the most

surpassing interest to the Native community of any ever witnessed. The whole building of the new College, where the ceremony took place, and the grounds and roads about were thronged—and some thousands, besides, were collected at the High School house, to which the Scholars proceeded from the new College Hall. At this time sixty-seven Scholars had been admitted into the High School and sixty-five Pupils into the Preparatory School.

In the progress of this first year eighty-one more Scholars have been admitted into the High School; but within the same period forty-eight have left it. We have reason to know that the larger portion of the latter number have been tempted by the opportunity of gaining inferior situations as Clerks in Government and other offices, which their slender share of English education qualified them to fill. The others have left, it is believed, with similar expectations, and being indisposed to pay the monthly school fee. This evil has been a prominent topic of regret in all similar Institutions throughout India—and it is one which will necessarily continue more or less to prevail. But in a School of this class which affords resulting advantages in life the most obvious, and almost certain, in proportion to the extent of education attained there, this evil may be expected gradually to abate—and, indeed, it would at once be greatly diminished if a systematic rule was established throughout all the public offices of giving a preference to candidates at their original reception according to their educational qualifications. Upon this point, however, we shall in another part of this Report have to offer some observations. There are at this moment one hundred Scholars in the High School, and thirty-eight Pupils in the Preparatory School.

The first care of the Governors after the opening of the Institution was to draw up a body of rules for the course of instruction and discipline to be observed in the School. This code was prepared by the President in communication with the Head Master and Secretary; and much and repeated discussion has been expended upon it. The Governors are disposed to attach much importance to these regulations,* thus fixing for the guidance of all departments of the Establishment, as well as for expedient public information, the whole plan and scheme and quality in all its minutest details, of the scholastic education proposed to be imparted. It has been framed accordingly with

* *Appendix C.*

every deliberation and care. The want of such a digested and settled system has been felt by the Educational authorities in Bengal; and it appears from their last recently published Report, that the General Committee of Instruction under the Supreme Government have been simultaneously with us employed in preparing an elaborate scheme for this object. As the scheme we have proposed is by no means final, but awaits such expedient modifications as further inquiry and experience may suggest, we may perhaps see reason to avail ourselves of any instructive hints to be derived from the Bengal Report. In the mean time we may trust that one chief source of decay and fall of public schools may have been shut out—arising from an incomplete and uncertain acquaintance with the details of the regular system pursued, and from the frequent and inconsiderate changes and projects in the course of instruction and scholastic discipline. Any modifications will at least be influenced by a due scrutiny into the quality and effects of previous arrangements, and be made upon deliberate consideration of contrasted proposals. Moreover it may be expected that the success of this Institution, and perhaps the improvement of others, may be promoted by publishing this body of rules for general information.

These rules regulate the mode of admission—organize the classes and divisions—enumerate the various subjects of study—specify the particular books in each department of instruction—arrange the hours, and the employments during them. They provide for the Quarterly, and also the Annual Public Examinations, with a view to the promotion and honors to be awarded to the Scholars. They order the course and quality of punishments. They settle the mode of payment and amount of school fees. They appoint the particular holidays throughout the year.

In the Appendix to this Report this body of rules is set forth in detail. We are desirous, however, to notice here one provision, which it is believed is peculiar—namely, the awarding the scholastic degree of "A Proficient," with a proportionate scale of honor, to such Scholars as may have passed with credit through all the classes of the School. The object of conferring this degree is to supply at once an honorary and specific title of distinction, and a testimonial of such definite educational qualifications as may serve as a passport to employment suitable to the Scholar's abilities. It is a degree not easily attainable,

and can only be gained by such as have reached, and in some instances surpassed, the limits of instruction imparted in the superior Schools of India, without materially trenching on those branches of literature and science reserved for the Collegiate department of the Institution. The titular *name*, and the personal decoration of the School *ring*, will probably prove a powerful, and it is presumed an appropriate, incentive to exertion and perseverance. The characteristics of permanency and notoriety will constitute the chief value of this honorable distinction.

It is further to be noticed that, under an admirable arrangement by the Head Master—a method has been systematized, thro' tables constructed for such purpose, whereby the periodical, and even daily, progress and conduct of each Scholar can be ascertained by a cursory inspection. It is needless to point out the practical advantages of this system, particularly in affording facilities of deciding on promotions from class to class, and on prizes and honors to be awarded. It consists in assigning to each particular branch of study and of exercise a certain number of marks, and then awarding to each Scholar a proportion of the number according to his comparative daily progress, and also according to his comparative merit in passing periodical examinations.

Under these regulations the School has been conducted during the last year with the most promising success. The branches of instruction appropriated to the fourth, or highest, class are of a quality which have precluded its formation hitherto; few of the Scholars having advanced, in fact, at their entrance beyond the rudiments of an English education. One youth of peculiar merit and attainments, and who had received a portion of his education at Bishop Corrie's School, Rungauathum, was however amply qualified for this class, and the result of the late Annual Examination has fully proved his title to the degree of a "Proficient" with the highest scale of honor. The three other classes have been gradually formed, and several of the third class have made sufficient progress to justify their promotion to the fourth class. The High School is now fully constituted throughout all its gradations, in conformity with the detailed rules defining the course of instruction and discipline. That course of instruction comprises progressively,

English Grammar.

English reading exercise.

Arithmetic.
Writing.
Morality.
History.
Geography.
Mathematics,
(including Algebra, Plane and Spherical Trigonometry, and the principles of Mechanics.)
Natural Philosophy.
Moral Philosophy.
The Vernacular languages.
Translations (reciprocal.)
Abridgments or Abstracts.
Compilation.
Composition.
Elocution.

The Annual (which is the chief) Examination of the Scholars has lately been held, and we feel it desirable that Government, and the public generally, should be made acquainted with the quality and results of this examination.

We should apprize Government that these examinations are instituted for objects solely of a *practical* nature. They are intended as a rigid scrutiny into the actual attainments and proficiency of each individual Scholar, with a view to their promotion in the School, or to the granting of a scholastic degree, or to the awarding honors. It forms no part of their design to afford a display for the amusement of a general and uninformed company—while, at the same time, they are essentially of a character which must interest those who, from personal or public feeling, concern themselves in the intellectual advancement of Native youth.

In the endeavours we have made to render these public examinations fair and searching as regards the Scholars—and at the same time interesting as regards the public generally, we have not been disappointed. We have been fortunate in gaining the valuable assistance of Captain Smith, Lieutenant Ludlow, and Mr. Davidson, who in conjunction with Mr. Powell, have conducted the examination of the higher classes, as well in framing the written questions, as in vivâ voce questioning. The public have been by a general advertisement invited to attend, and several hundreds of respectable Natives, and many of the European community also have witnessed

the vivâ voce examinations from time to time during the four days of their progress. Lord Elphinstone has been pleased twice to honor them with his own attendance. We may unreservedly declare that these examinations have been entirely fair, and open, and calculated to draw forth the genuine products of the Scholars' own minds. For none of the questions have the Scholars been prepared. They were total strangers to all the Examiners except their Head Master.

We have thought it advisable on the present occasion, when we are aiming at a Report which shall give the fullest information on all topics connected with the Institution and its progress, to supply in an Appendix* more copious specimens of the Scholars' performances, than we fear the quality of them may appear to warrant. We have accordingly stated all the questions, and selected some of the answers furnished by Scholars of each of the three highest classes. These Scholars are among the best of their *respective classes*, but we are by no means certain that the specimen exercises we have selected from those supplied by each of them are the best of those which each has respectively delivered in. Neither do we deny, nor have we affected to disguise, their errors. They are copied in the precise terms as originally written, without the authors' having any means of reference to books or other information. We should not be able however, thro' the medium of this Report to furnish adequate means of ascertaining the talent and attainments of each of these Scholars (having reference to their respective classes) without giving in detail all their answers and exercises in every department in which they have been examined.

* *Appendix D.*

With reference to these exercises it is requisite that one observation should be made respecting their *composition* and *style*. None of these Scholars have received any instruction in literary composition, save what they have derived indirectly from grammar and reading exercises, and from their practice in answering vivâ voce *or to lessons*. Express tuition in style and composition has according to our school system, been reserved for the 4th (or highest) class to which no Scholar, except Runganathum had hitherto attained. Neither has Runganathum himself received any such instruction in this School, his time having been fully occupied in the study of substantial knowledge. None of the Scholars whose exercises we

have appended (except Runganathum) could, on their arrival in the School a little more than a year ago, read or speak English fluently and well. It cannot therefore be expected that their English composition, or even spelling, should be free from palpable blemishes. In the course of another year it may be assumed that a great improvement will have been accomplished in this respect.

From the quality of the attainments of Runganathum, as exemplified in his recent examination, and from the report of the Examiners thereon, our Board feel fully justified in awarding to that individual the scholastic degree of a "Proficient," with the highest scale of honor. We have no premature anxiety to confer an honor of so high a distinction as that none but Scholars of signal merit can hope to gain it—but we are really impressed with the conviction that such a distinction is in justice due to him. There is no department of the studies reserved for the 4th class in which he is deficient,—in most of them, such as History, Geography, Mathematics, and some branches of Natural Philosophy, he is eminently informed. In certain branches of Science—and those the most profound—he has made progress far beyond the requisitions of the 4th class. Since he has been under Mr. Powell's tuition he has advanced from the 6th Book of Euclid, thro' Algebra, Plane and Spherical Trigonometry, the principles of Mechanics, &c. He has studied scrutinously the whole of Locke on the Human Understanding, and of Smith's Wealth of Nations qualified by the doctrines of Ricardo and other Annotators: and, finally, has passed a masterly vivâ voce examination in these Sciences. We consider this young man to have displayed a most valuable and brilliant example to his countrymen, of perseverance and success under difficulties, which have no longer to be encountered by others, and of qualifications which must raise him to high and deserved consideration among all classes of the community.

COLLEGIATE DEPARTMENT.

The organization of the Collegiate department of the University must, of course, be a work of time, and await the progress of the High School, and the general advancement of the community in intellectual cultivation. There are, however, two classes which appear at present even, not only susceptible of formation, but also of practical experiment; namely, a Medical Class and a Class of Engineers; and, as the organization of these two

classes has been expressly recommended by Lord Elphinstone, to our immediate attention, we have proceeded to draw up two codes of rules with a view to these several objects.

THE MEDICAL COLLEGE.

The increasing success of the efforts made to establish a class of Medical Students at Calcutta, under all the peculiar circumstances of difficulty and discouragement arising out of Native habits and feelings, authorizes the reasonable hope of similar triumphs eventually in this Presidency, and more than justifies the attempt we are making. The Medical College opened at Calcutta a few years ago with but two or three Native Pupils. It has now on its list 80 Students, besides those receiving education there for the Military Medical Service. Diplomas have been given to several accomplished Students, most if not all of whom are practising profitably their profession, and with unquestionable public benefit. The peculiarly low state of intellectual cultivation throughout the Native community of this place, and the very recent commencement of our labours to effect a change, forbid any expectation of such rapidly successful results from the establishment of our Medical Class. Such results can only be looked for from perseverance; and we venture to submit that the expediency of such perseverance ought not, for some time, to be measured by the inadequate returns for the needful expense.

In the attempt we are making to found this class, we have been impressed (as in all similar measures we have undertaken) with the propriety of organizing a complete scheme, with definite rules in detail. By this course the merit of the project can best be estimated, and the greatest facilities are afforded for bringing it into practical operation. The scheme* which has been submitted to Government has accordingly been prepared after no small research and deliberation. Our colleague Mr. Wylie, in special communication with others of our body, and assisted also by several Members of the profession and particularly by Mr. Harding, has been chiefly concerned in digesting these rules. It has been recollected that in the education of Students for a profession of this character, great regularity is required in attendances, and several examinations are necessary, both in the practical and theoretical departments, before an adequate proficiency can be ascertained. The rules of

**Appendix E.*

discipline are consequently more stringent and extensive in details than need to be provided for any other class in the Collegiate department.

The prominent principles of this scheme are, that it proposes to impart such a measure of medical instruction, both practically and theoretically, and in all departments, as may eventually qualify the Students for general professional practice. It professes, in fact, to found a Medical School of the same quality, in principle, as the Medical Colleges in Europe, altho' with inferior means. It is to be governed generally by a Council, and under the more immediate direction of Professors of scientific attainments and professional ability. It will comprise not only lectures and exercises, but hospital practice also. Two orders of Collegiate degrees are proposed to be given, that of a *Licentiate*, and that of a *Master* of *Medicine*. It will be seen, on reference to the rules, that the attainment of the latter will imply a proficiency of a high character, and considerable experience. The conferring a specific and honorable title of distinction on those graduating in this and the other Collegiate classes has appeared to us particularly expedient, both as a legitimate incentive, and as a public testimonial of qualification.

It is a part of the general plan, tho' not provided for expressly by the rules, to incorporate the present Medical School for pupils instructed for the subordinate medical service of Government with the proposed foundation. The expediency of this measure has been equally apparent to the Committee of Public Instruction at Calcutta, as it has to ourselves; and we find from their last Report that the transfer has accordingly been made. Considering the paucity of regular professional Students under existing circumstances to be hoped for, this extension of the scope of the Institution will appear the more desirable. It will at once serve to advance the professional qualifications of the pupils of Government, and perhaps to excite a well founded ambition by higher efforts to gain a Medical degree. At the same time it will in no respect embarrass the arrangements for the ultimate superior aim of the Institution.

ENGINEERS COLLEGE.

We are indebted to our colleague, Colonel Sim, for a Minute which we hope may deserve public perusal, explanatory of the immense and peculiar importance of an Institution in this country for education in Civil Engineering, and of the principles upon which such an

Institution may be founded. We must refer to that document* for a review of the various and extensive benefits to be expected from an Institution devoted to this department of practical science. Whether with reference to the general and necessary use of artificial irrigation, the introduction and improvements in arts and manufactures, and the consequent amelioration in the condition of the people, or with reference to the enormous waste of public funds and the stagnation of the fiscal resources of the country, from inability to undertake, or successfully to carry out, public works, thro' the want of Native proficients. It is attempted to be shewn in this Minute, that the present seems a favorable period, and that the foundation of the University affords many facilities for the education of such a body of Engineers, and such a superior class of Mechanicians, as may serve materially to supply the exigencies of Government, and the increasing demands of the public interests. Neither can it be doubted that knowledge of this quality would be widely applicable and highly appreciated throughout the country.

* *Appendix F.*

Upon these principles, and with these views, the Board have framed a body of rules, which they hope will prove calculated for the permanent establishment of this important class in the Collegiate department of the University. They have desired, moreover, by the 15th Rule, to unite, as a constituent portion of this class, a body of such Officers and Gentlemen as may officially, or thro' general literary views, have turned their minds to this useful branch of science, in the quality of "Honorary Students" and "Associates." It is hoped that the general interests of science may attract the union, and encourage the free intercommunication, of many such members of society, and thereby produce various beneficial results beyond the more immediate educational objects of the Institution.

Such is the extent of our Board's proceedings towards the gradual fulfilment of the task still before us of organizing the Madras University. We are well aware how much remains to be accomplished, but we trust that our exertions will seem rather to have outstript, than to have fallen short of, the exigencies capable of being for any practical purpose supplied. We are not unmindful of the desirableness of other professional, or scientific, or literary classes—and particularly in mathematics, in natural, and in moral philosophy. And, if one class, rather than

another, has occupied our thoughts, it is that of a class in jurisprudence and local law. But here we pause, under the influence of considerations forced upon us by the political and social condition of the Natives of this country. We are driven to surmises as to the practical objects and practical inducements to Native youths to enter on studies of so high a character. It may seem a strange anomaly and it is a striking one—that the Natives in their own land should be barred, by rules of practice or by rules of law, from the free exercise of their own talents, and the free employment of their own attainments in whatever avocations of life they may desire to engage in. In the profession of the law this is nevertheless (unavoidably from the peculiar current of political events) the case. We do not speak of the *Native* law, or the profession of *Vakeels* in the Native Courts. The general outlines and principles of such law may deserve to be studied, and it is indeed requisite that they should be so.—But there is no system of Native law meriting the name of a science —and a studious inquiry into its baseless intricacies and contradictions involves the worst waste of time. The profession of a Vakeel is at best little other than that of a practiser in forms and modes. There is no doubt that sound instruction in the principles of law, as well as a knowledge of the regulations of Government and of the prevailing general rules of property and of rights among the Natives, would conduce much to raise the standard of efficiency among these practitioners, and eventually improve the quality of Native law itself, and the administration of justice generally. But these distant and speculative benefits can hardly prove sufficient incentives to Native youths to engage in the study of law as a science—and with no other personal aim than that of practising the Native law in the Mofussil Courts, or of rising to an inferior judicial office in administering it. The ambition of such Students would require to be turned to professional practice of a higher quality. The profession of the law we advert to, and from the practice of which Natives are more or less debarred, is that of the English law—that of a Lawyer in the Supreme Courts of India. It is impossible for a Native to attain a qualification to practice as an Advocate in the Supreme Court. He is admissible, under the discretion of the Judges, as an Attorney—but it remains yet to be proved by an example, whether that discretion will ever be so exercised.

It may appear startling to some, that the practice of a learned profession—the avocations and emoluments of an enlightened Solicitor—the distinctions and honors of the Bar—nay, even in remote possibility, the dignity of the Bench itself, should be adverted to as rational objects of ambition to the Native community. We think it is not premature that even these considerations should be broached: that they should no longer be utterly banished from their contemplation. A beginning has to be made,—and may be, only a beginning. But if a Collegiate class in jurisprudence and in local law is founded, a beginning *is* made.

In the Supreme Court, Solicitors may be admitted to practise after merely three years' service as Clerk to a Solicitor. It cannot be denied that, amongst many liberally educated and liberally bred individuals of that branch of the legal profession, there are also many practising in the Supreme Courts of India, who (without meaning any disparagement) it will be allowed can boast of no further than the most Elementary English Education, and such proficiency in professional practice as could be obtained by a three years' Clerkship, and subsequent petty experience.

The High School can already produce several Scholars, whose measure of educational qualification for entering on the study of this branch of the profession far exceeds what has been just alluded to. It can produce one whose attainments (with the exception of classical literature) may fairly stand a comparison with those of the best educated classes of the European community in any department of life. We know of no just or rational grounds of prohibition against Natives of this class engaging in any department of this honorable and distinguished profession, save that which is founded on their incapacity. We open the profession of medicine and of civil engineering to the Native aspirant. We exhibit to his reflection the usefulness, the emoluments, the honorable distinction in society, and in the public service, attainable by eminent qualifications in these pursuits. Should we shut out the student of laws from his appropriate sphere of action, and point to employments beneath his pretensions?

We would by no means go out of our way to stir questions of this nature inopportunely. But we have to consider the expedience—advocated by Lord Auckland, and much weighing on our own minds—of founding a Collegiate class in jurisprudence and in local law. And we

are constrained to pause, under reflections as to the object and utility of such an institution. By it we could only propose to supply those sound and fundamental qualifications, which should enable proficient Students to engage in the study of *Professional law as a science*, and with a view to *eminent* and *honorable practice*. Should such foundations be thereby laid—and should the means be open to the subsequent acquisition of professional and practical law—we conclude it must be fit and just that an access should be opened to the employment of such attainments, and of that talent by which they have been acquired. It is upon the assurance of such results that the expediency of organizing this Collegiate class of jurisprudence and local law must altogether rest.

FORMATION OF BRANCH PROVINCIAL INSTITUTIONS.

Our Board have laid before Government, in a Minute* of the President which they have adopted, a matured scheme of rules for the founding and management of Provincial Schools in connection with the High School of the University.

**Appendix G.*

According to the instructions received from Government the regulations of these institutions have been framed, not with a view to any *general* scheme of *National Education*, but for the more limited object of providing means of education similar to what are afforded by the High School to the superior classes of the provincial community. At the same time some modifications have appeared to be requisite, in reference to their present condition and the circumstances in which they are placed.

The scheme is comprised in a body of fundamental rules, for the formation of a local Governing Board, and for specifying the principles and objects of the proposed institutions—and in a code of regulations in detail for the instruction and discipline to be pursued in them. Suggestions have been made in the Minute as to each practical step to be taken by the Provincial Boards in the founding and organization of the several Schools, and as to their communications with our Board on all expedient occasions. Some observations have been made, explanatory of the grounds and reasons of some of the specific rules. Some remarks have likwise been submitted on various difficulties and obstacles to be contended with; and such remedies as seemed applicable have been suggested.

There is reason to believe from various communications received by some of our Native Governors and also by the President, that a considerable zeal has been awakened among influential members of the Native community in the provinces, to encourage and support institutions of this nature. Societies have been formed for this and more general educational objects in several principal towns, and particularly at Masulipatam, at Bellary, and at Cuddalore, and indeed many complaints have been individually expressed, at the deprivation of such large stations of the means so liberally provided for the Native community at the Presidency. These are reasons entitled to some weight in inducing Government to prosecute this measure which they have so long contemplated—but we conceive the obvious considerations of the vast general benefits to be diffused throughout the country by the successful progress of such institutions need not the aid of any additional motives.

EDUCATIONAL TESTS.

No subject upon which our Board has been engaged has occasioned so much discussion as that "of the expedi-"ency of requiring all Natives and others to pass an educa-"tional examination before they are admitted into the public "service, and also the nature of the various tests to be esta-"blished for that purpose," as submitted for our consideration (in communication with the Heads of Departments) by Government in their Minutes of Consultation of 2d March 1841. The Board, however, have unanimously come to a conclusion in favor of the principle of such a measure; while two only of our Members have differed from the rest upon certain of the details by which it was proposed to carry that principle into operation. Some further difference of opinion, both in respect of the principle and of details, prevails among the Heads of Departments with whom we have communicated.

The sentiments of our Board are (with the qualified exceptions of the two Members) in unison with a Minute* of the President as laid before the consideration of Government. As however, almost all our Members have stated their individual opinions, we have thought it right that Government should have all their Minutes before them. With a view to the more convenient information of the public,

* *Appendix H.*

who have evinced no inconsiderable interest in this question, and who labor under some misapprehension as to the recommendations of our Board, we will proceed to advert to the purport of them.

We would refer to the Minutes themselves for an explanation in detail of the views and sentiments on which the proposed rules for educational tests are founded. Upon reference to these it will be observed that we lay much stress upon the policy of holding out that most legitimate encouragement of any to the acquisition of educational qualifications, viz. the proportionate *certainty* and *grade* of employment in the public service according to the scale of educational qualification certified by the tests. Without some practical manifestation of the advantages of education, we conceive it to be but a vain illusion to expect that the superior classes of the Native community will be ambitious to excel in such pursuits. And we consider that the encouragement to be offered ought not to fall short of an assurance of the *right* to a preference in proportion to their qualifications. At the same time, it has not been overlooked that integrity of character, experience, and aptitude for business, are not less essentially necessary qualifications than scholastic or scientific attainments—nor has the Board been regardless of the claims which long services alone may fairly substantiate. All these expedient and just considerations we hold to be implied and incorporated in that proposed rule which provides that the preference shall be given to the tested candidates only "over all other "candidates not having tests, and *who may not possess* "*superior qualifications in other respects and upon the whole.*"

It has appeared to the majority of our Board that, to allow a *discretion* in Heads of Departments and others in choosing to appointments, or in promoting, those whom they themselves allow to possess *inferior* pretensions (for it is not proposed to interfere with that discretion as regards those of *superior* general qualifications) would be not only to weaken that needful assurance of just advancement, which can be the only true foundation for exertion, but that it would so weaken it to the detriment of the public service.

Some of our Members have felt disposed to render some test of educational qualification *peremptorily* requisite in candidates on their first admission into the public service. Such a rule would require to be much qualified. But many considerations of imperative influence have indisposed the

majority of the Board to extend this educational advantage beyond the *right of preference*—at least at the present time—and more particularly having regard to the restricted means of acquiring education, and the almost total want of scholastic institutions in the provinces. This consideration has further led our Board to confine the operation of the rule to the immediate Presidency for the present. A peremptory and general rule of this nature might operate unjustly, and would perhaps too much cripple the public service. The establishment of the mere right of preference would produce its immediate effects in raising the standard of qualifications in the lower grades ; and it would, in the result, necessarily produce an increasing infusion of a superior quality of public servants in the higher grades.

Our Board have endeavoured by the proposed rules to render it plain and obvious that no favor is to be shewn to any particular Seminary—but that the acquisition of tests should be open to all, by whatever course they may have prosecuted their education. It is true that we have conceded a test of superior qualifications to such as may have gained a Scholastic or a Collegiate *degree*—but this is because the examinations for tests are conducted by the same Examiners for the High School Scholars, as for others, and because the Proficients will be required to pass a more stringent examination than those who pass for the general tests. But candidates, let them come from what Seminaries they may, who shall gain *special tests* of educational acquirements, will have a preference over Proficients of the High School not having such special tests. No reasonable objection can be surmised against a preference over all others, being given to graduates of the *Collegiate* department.

Such are the principles upon which (without reference here to the detailed rules, the system of examination, and the quality of the education according to the nature of the office, as set forth in the President's minute) we have founded our recommendation of a scheme of *preference* for public employ according to the scale of tests of educational qualification. We will proceed to notice shortly the general purport of those communications we have received from Heads of Departments and others to whom we have referred the consideration of the question.

Out of 21 Boards and individuals referred to on 24th November last, we have received answers but from 9, viz.

From

The Court of Sudr Udalut.
„ Board of Revenue.
„ Chief Secretary to Government.
„ Secretary to Government, Public Department.
„ Military Board.
„ Medical Board.
„ Registrar of the Supreme Court.
, Mint Committee.
„ Civil Engineer.

In the greater proportion of the public offices at the Presidency, there are but few Native servants engaged in duties of such a quality as to require an education of that standard exhibited by the proposed general tests. In all of them, however, it may be said that there are some whose qualifications would be eminently improved by such a measure of education ; and, as most of these official servants would be required to learn the routine of business by entering the lower grades first, it may fairly be concluded that the standard of test qualification would give a decided claim of preference to the possessors of it, should they choose to become candidates. From all the communications, with but one exception perhaps, we accordingly gather, either from the direct sentiments expressed, or from the nature of those educational qualifications noticed as required in the superior grades, that a preference to the tested candidates ought to be given. Most however, of the parties who have answered our letters, have been content with forwarding a list of the servants, their salaries, duties, and requisite qualifications, without offering any opinion on the expediency of giving a right of preference according to the tests.

From two gentlemen only have we received any express reprobation of the specific measure itself, altho' confined merely to a preference according to the quality of the test obtained. One of these gentlemen considers it unnecessary that a Board of Examiners should, by a formal examination, certify qualifications by a test, to prevent the admission of incompetent persons, and that the Head of the Office would be able sufficiently to judge of the qualifications. The other gentleman seems to oppose the very principle of the proposed measure, and considers that the qualifications certified by the test ought not to be required even for those out of whom are chosen such as are to fill the highest offices held by Natives ; and that the only qualifications they have, and which are gained by *official experience* from

their early youth, are often abundantly sufficient for the excellent performance of their duties. The same gentleman considers the acquisition of the English language as of doubtful expediency, and objects, to morality composing part of the system of education, unless taught on the principles and with the sanctions of the Christian religion. On the other hand, of the two others who have given direct opinions on the measure itself, one gentleman expresses in general terms, a strong approbation of its expediency, and the other in more detail, has favored us with a similar opinion and the specific grounds of it.

This is the result of the communications we have had with the Heads of Departments.

On the whole our Board are disposed to entertain a confidence in the beneficial effects of the measure to be carried out under the guidance and limitations of the test rules which they have framed. We have drawn them up cautiously, and with a view to gradual operation. We would not be supposed to advocate the necessity of providing some check against ill-exercised patronage; but we feel it indispensably requisite to strengthen in every way we can, the assurance of those advantages thro' education, which we are forward to hold out.

VERNACULAR CLASS BOOKS.

The preparation of books in the vernacular languages, with a view to the transfusion thereby of the Elemental Literature of Europe, has been a favorite project among most of the Government Educational Institutions in India, and by some Societies voluntarily formed for that object. The course adopted has been by translations, more or less literal, of various rudimental works. Very large sums of money have been expended, particularly in Bengal, and Bombay, and a great number of accomplished Oriental Scholars, both European and Native, have been engaged in such labours.

This subject has been submitted to our Board, in an express communication from Government calling our attention to a scheme drawn up by Lord Auckland for a more systematic preparation of such a series of class books, and our sentiments have been called for, in co-operation with the Educational Boards of the other Presidencies.

All the efforts hitherto made with these views have appeared to us to have fallen far short of the expectations

formed; and very inadequate results have been earned by the expenditure directed into this channel. The shelves of Government Schools groan with many, and various, and costly translated works, for which there is no demand—and many of which are indeed allowed to be little if at all adapted to impart the instruction aimed at. In the numerous controversial works which have of late been published, advocating exclusively the cultivation of the English language, or exclusively those of the East, or conjunctively both; the inadequacy of translated works has been more less dwelt upon. But the subject has not been thoroughly considered, as it seems to us. It involves, in truth, many reflections the sources of which lie deep.

Hitherto Translators into any, and every oriental language, of works of every quality, have employed themselves, or been employed by Government, as tho' they were about to engage in the same kind of task as the translation from one European or classical language into another. It may well be asked, if it be the case that some of these translations into the vernacular are absolutely unintelligible to those who understand no other than such language, how far the genius, the copiousness, the terminology of such vernacular language has been studied—and how far the people who speak it are competent from their habits, their manners, or their condition, to comprehend the ideas attempted to be communicated. These are considerations on which the merit, or usefulness, of every translation must necessarily be tried.

The examination of these questions, however, requires some extent of research and erudition, and more of philological knowledge also, than we can boast of being able to bring to bear upon them. Nevertheless, as we have found some reason to differ from those sentiments of Lord Auckland which recommend the early preparation of vernacular class books, by means of translations—at least as regards the facility, and we may add as respects the feasibility, of such an undertaking at this time—we have felt the propriety of stating the grounds of our opinions at large. They are couched in the form of a Minute* from our Board in the Appendix.

*Appendix I.

We are led to the conclusion that the right course towards transfusing Western literature and science into the languages of the East, is to begin by some systematic efforts at improving and fertilizing the Oriental languages

themselves. At present they fall far below the *power* of communicating a large mass of philosophical, of literary, and of scientific ideas. They are peculiarly deficient in terms for those which are abstract and complex. It would be far easier to teach natural, moral, and political philosophy, jurisprudence, political economy, and professional sciences, thro' the language of the Saxon Chronicle, than thro' any vernacular languages of India.

We have, therefore, been induced to recommend, during the gradual course of improvement of the Native languages, the study of the *substantial* knowledge of Europe, thro' the medium of the English language, and are led from actual experience and personal enquiry to believe that by such course will such knowledge be the *soonest* and the best attained. We recommend the compilation of *Dictionaries* on an extended scale, and of a quality that may tend more and more to incorporate new significant words, with fuller expositions attached to them: and we recommend that such works should be undertaken by such as have not merely a critical acquaintance with the Native language itself, but also with its principles, and genius, and constructive powers.

With regard to Native works prepared with a view to the diffusion of substantial European knowledge, we advocate the encouragement of such full and *free expositions* of the foreign text, as may rather bear the character of *compositions* than of *translations*. We advert to the necessity, of so *adapting* works of European origin, as that they may consist with such trains of thought, which peculiar habits, feelings, and manners have fostered throughout life; and without *assuming* the existence of much more knowledge than Natives can be supposed to possess. The necessary abandonment of these considerations in all literal translations, must as it seems to us, prove fatal to their practical utility.

At the same time we cordially advocate this expediency of preparing, not by literal compilation, but by *adaptation* on the principles above noticed, a series of English class books, whether for instruction thro' the medium of that language, or with a view to an exposition of their text thro' the vernacular languages. More particularly does it appear desirable to have such an elementary work in moral philosophy, considering how far beyond the comprehension of even liberally educated Natives are the great English works in this department of beneficial knowledge.

We fear however, that the successful execution of such a series of useful class books would task an amount of labour and talent not easily to be commanded in this country—and especially where the credit, or prospect, of such success would be in all probability the only remuneration.

Before closing this Report we have to notice that the Trustees of Putcheapah's charities, being desirous of endowing certain Scholarships and Studentships in the University, out of the surplus funds in their hands to be applied to educational purposes according to their best advice and discretion, have been in communication with our Board on that subject. The Board have consented to receive Scholars and Students so endowed, under the designation of Putcheapah's "Scholars" and Putcheapah's "Students," but have not yet finally arranged the terms and mode of admission. The Trustees have accordingly resolved on endowing fifteen Scholarships, whose school-fees are to be paid from their funds, and three Studentships with stipends of 30 Rupees per mensem each. Besides which these Trustees have resolved to send 30 Pupils to the Preparatory School, so long as any such School shall be attached to the University High School. It is to be expected, however, that the necessity of any Preparatory School will soon be superseded by an extensive School which is contemplated by the Trustees (in addition to those specifically sanctioned under a decree of the Supreme Court) to be founded in Madras by means of their surplus funds. In this institution English reading and writing, in combination with the vernacular languages, will be taught, and the Scholars of it will become amply qualified to enter the High School, if so disposed.

A table is subjoined exhibiting an account of the receipts and disbursements since the first foundation of the University. We are desirous of remarking that this expenditure is necessarily on a scale commensurate with the tuition of a far larger number of Scholars than at present belong to the High School.

We have thus laid before your Lordship and the public the amount of our labours during the past year. We trust we have exhibited in them the inclination and the zeal we have felt in contributing, (each according to his opportunities and the time he was able to devote) to fulfil adequately the wishes of Government, and the tasks with which we have been honored. We have indulged the

hope that our exertions have not been altogether without the public sympathy. We are still animated by the persuasion that the Native community are becoming gradually more and more impressed with the nature and amount of those advantages which a superior quality of education will ensure. If we cannot boast of immediate and brilliant success of that Institution under our more immediate charge, yet we are sensible that every step we take is in advance, and that the basis of eventual success has been firmly and broadly laid. We trust to the silent force of truth, and of those manifest benefits, of which we shall ere long produce many living examples.

We request permission to publish this Report for the information of the public at large.

We have the honor to be,

Your very faithful and obedient Servants,

GEO. NORTON, President.
J. DENT,
C. STREENEVASSA PILLAY,
WALTER ELLIOT,
HYDUR JUNG,
M. LEWIN,
D. SIM,
J. WYLIE, M. D.
CHOCAPAH CHITTY,
C. ARMOGUM MOODY.
K. NARSINGA ROW,
B. NICHOLSON, M. D.

12th May 1842.

MADRAS UNIVERSITY.

Dr. *Abstract of Receipts and Disbursements from 1st February to 31st December 1840.* Cr.

1840			Rs	A.	P.	1840			Rs	A.	P.
Dec.	31st	To amount granted by Government	10,000	0	0	Dec.	31st	By amount of Monthly Establishment of the High School	4,697	14	6
"	"	" School Fund transferred from the late Central School	88	9	4	"	"	" House Rent	1,645	0	0
"	"	" Schooling of Pupils of the Preparatory School realized	181	0	0	"	"	" School and Office Furniture	1,191	7	4
						"	"	" Stationery	85	1	3
						"	"	" Sundries	167	11	6
			10,269	9	4	"	"	" Amount of Monthly Establishment of the Preparatory School	433	11	8
						"	"	" House Rent	218	12	0
						"	"	" Books and Book-binding	251	12	6
									8,691	6	9
								Balance in hand Rupees	1,578	2	7
		Grand Total Rupees	10,269	9	4			Grand Total Rupees	10,269	9	4

E. E. PETER POPE,
Secretary.

MADRAS UNIVERSITY.

DR. *Abstract of Receipts and Disbursements from 1st January to 31st December* 1841. CR.

1841			Rs.	A.	P.	1841			Rs.	A.	P.
Jan.	1st	To Balance of last Annual Account	1,578	2	7	Dec.	31st	By amount of Monthly Establishment of the High School ..	18,524	8	11
Dec.	31st	„ Amount granted by Government.....	35,000	0	0	„	„	„ Head Master's Outfit	3,277	9	0
„	„	„ Schooling of Scholars of the High School realized	2,368	0	0	„	„	„ House Rent	2,415	0	0
„	„	„ Do. Do. Preparatory School..	1,265	0	0	„	„	„ Books, Instruments, Stationery	4,721	14	2
						„	„	„ Printing	1,207	5	9
						„	„	„ Furniture	316	10	6
			40,211	2	7	„	„	„ Building Eating Rooms for Scholars	612	9	7
						„	„	„ Sundries	603	10	5
						„	„	„ Amount of Monthly Establishment of the Preparatory School.....	2,977	5	1
						„	„	„ House Rent	1,154	11	5
									35,811	4	10
								Balance in hand Rupees..	4,399	13	9
		Grand Total Rupees..	40,211	2	7			Grand Total Rupees..	40,211	2	7

E. E. PETER POPE,
SECRETARY.

Public Department.

No. 677.

Extract from the Minutes of Consultation, dated 23d July 1842.

1. The Board, concurring in the views expressed by the Right Honorable the Governor in his Minute of the 13th May last, resolves that they be carried into effect; and that paras. 1 *a* 19 be communicated to the President and Governors of the Madras University.

Minute of the Right Hon'ble the President, dated 13th May 1842.

Native Education.

1. There are several subjects connected with the advancement of education in this country which require to be considered and disposed of. I propose briefly to offer upon each of these, such observations as a perusal of the papers now before the Board may suggest to me.

2. The first subject in point of importance is the policy of requiring Candidates for employment in the public service to pass a certain Educational examination. On this subject the President and Governors of the University were requested to place themselves in communication with the Judges of the Sudr Udalut, the Members of the Board of Revenue, and the Heads of Offices in Madras, and the result of their correspondence has very recently been submitted.

3. I do not hesitate to express my entire concurrence in the views of the President and Governors in their letter of the 8th of December last, which without peremptorily excluding persons of inferior educational pretensions, secure the right of preference to parties qualified according to the proposed tests, over all others not alike qualified.

4. It is proposed to give this preference to educated Natives upon their first admission into the service, their

subsequent advancement being made to depend upon their own exertions and diligence in the performance of their official duties, but without excluding Natives of superior education and attainments from those higher appointments for which they may be otherwise qualified, and for which service in the inferior grades is not always a necessary, nor the best, preparation—in this respect the patronage of the Heads of Offices will in no degree be curtailed. The principle, upon which this preference is in the first instance to be given, appears to me perfectly correct. I believe also, that its limitation to admission to the public service, will not discourage the Native youth—and that it will generally be found, that the best educated will advance the most rapidly. As education becomes more general, the number of qualified Candidates will of course increase—and in time, no doubt they will effectually exclude all others from the service. The field of patronage, then, will merely be changed, and the Heads of Offices will have nearly as much room for selection as they now have: meanwhile an immense impulse will have been given to the cause of education. Among the numbers who have applied themselves to study, perhaps solely with a view to admission into the service, some will be found who will not rest satisfied with the mere qualification. A Collegiate degree it is proposed shall hereafter constitute a ground of preference superior to every other. Independent of these incitements, some will no doubt be found of more aspiring ambition, as well as some who will pursue their studies from the pleasure which they take in them, and without any other inducement.

5. From all these causes, a class will arise which will be fully qualified for high employment in the Civil Administration of India. This is the object to which all our efforts ought to tend—to use the emphatic words of the Honorable Court, "We wish you to consider *this* as the scope and end to which all your endeavours with respect to the education of the Natives should refer."

6. Employment in the public service with the prospect of advancement to the higher grades of it, has been considered by those whose opinions are entitled to the greatest weight, as the surest way to promote education with all its concomitant advantages among the Natives. I might quote the sentiments of Sir Thomas Munro and Lord Auckland, as expressed in their Minutes, and I doubt not that if I were to search for similar opinions in those of

"With a view, however, of introducing a better educated class of individuals into this Office, the Court have directed me to state, that they are of opinion, that some well-considered system should be immediately adopted by Government for the purpose of securing a regular succession of duly qualified Native Judicial Officers. No peculiar acquirements are at present looked for in a Native Judge, beyond general good character, respectability of family and a competent knowledge of the Persian and Bengalese languages. No liberal or polite education, no legal acquirements, no knowledge even of the general forms and rules of practice prescribed by the regulations of Government is generally possessed by any Candidate for Office, save perhaps in the latter instance by some few individuals, who have been attached to the Courts in subordinate situations, as Mohurrers, or Moonshees, or Vakeels, and who are, therefore, well acquainted with the general routine of our proceedings.

"As the readiest mode of improving the present system of nomination, the Court would suggest the appointment of a regular Professor, at all the Government Colleges, for the purpose of instructing the Native youth in the laws and regulations of Government and for enabling the young men brought up at these institutions to qualify themselves for the judicial and revenue branches of the public service. To each College possessing such a Professor, whether, indeed, supported by Government or otherwise, and whether in Calcutta, or at any city in the interior, one or two Moonsiffships and Uncovenanted Deputy Collectorships might be presented as prizes every year, and these prizes should be bestowed on any Native youth, above the age of twenty-five years, who might be found duly qualified, on public examination, for the situation; the name of the successful Candidate should then be placed on the records of this Court, in order that he might be employed in Bengal or Behar, according to his parentage, directly a vacancy occurred; and in the mean time he should be obliged to continue his legal studies at the College, a monthly personal allowance of sixteen or twenty rupees being granted to him by Government for his support. The Court would further recommend that the monthly salaries of the Moonsiffs be fixed at 150 rupees. The very important duties now confided to the other Indian Statesmen, I might readily discover them. I shall however, content myself with making an extract in this place from Mr. Trevelyan's book, which perfectly expresses my own sentiments, and I would suggest that the recommendation of the Sudder Dewany Adawlut, quoted in the note and transcribed for facility of reference in the margin, be brought to the particular notice of the Sudr Court at this Presidency and the President and Governors of the University, with a view to its adoption with respect to Moonsiffships. Such a measure I think, would be a most desirable addition to the rules now proposed.

Page 159. "But this part of the subject has another and perhaps a still more important aspect. The same means which will secure for the Government a body of intelligent and upright Native servants, will stimulate the mental activity, and improve the morals of the people at large. The Government cannot make public employment the reward of distinguished merit, with-

Native Judges undoubtedly renders the adoption of some systematic plan of education for these Officers indispensably necessary; and the Court therefore beg to urge that these suggestions may receive the early consideration of Government."

out encouraging merit in all who look forward to public employ: it cannot open schools for educating its servants, without diffusing knowledge among all classes of its subjects. Those who take their notions from England, or even from most of the continental nations, can have no conception what an immensely powerful engine, either for good or evil, an Asiatic Government is. In India, the Government is every thing. Nearly the whole rental of the country passes into its coffers. Its civil and military establishments are on the largest scale. The mercantile, medical, sacerdotal, and other professions, which absorb the greater part of our English youth of the middle class, are either held in low esteem, or are confined, at present, to particular castes; and almost the only idea which a liberally educated Native has of rising in life, is by attaching himself to the public service. The Government therefore, by the power which it possesses of stimulating and directing the minds of those who look forward to public employ, is able to stimulate and direct the minds of the whole nation. The Candidates for situations in the public service comprise the largest and best portion of the educated class; and the educated class always draws after it the rest of the people.

"A plan has lately been suggested to the Supreme Government, by the Education Committee, by which this immensely important influence may be applied to the developement of the mind and morals of our subjects, in the most extensive, effectual, and unobjectionable manner. It is proposed that public examinations should be annually held at each of the great towns in the Bengal and Agra presidencies, by Officers appointed to make the circuit of the country for that purpose; that these examinations should be open to all comers, wherever they may have been educated; that those who acquit themselves well should be ranked according to their merit, and that the list so arranged, together with the necessary particulars regarding the branches of knowledge in which each person distinguished himself, should be sent to the neighbouring functionaries, to enable them to fill up from it the situations in their gift which fall vacant. The European Officers generally take so little interest in the disposal of their

patronage, and are often so much at a loss for a qualified Candidate, that they would gladly avail themselves of this mode of replenishing the lower grades of the Native service. After the young men had once been appointed, their further progress would, of course, depend upon their merits and length of service.

"This plan, it will be observed, rests on a much wider basis than the Government Seminaries. It is intended to encourage and reward mental cultivation wherever it exists; and to engage in the service of the country the best talent the country can afford, without any reference to particular places of education. The impulse, therefore, will be communicated to all alike. The boy from a public school will be brought into competition with the boy who has been educated in his father's house. The Students from the Government Colleges will contend with the young men brought up in the Missionary Seminaries. The Hindus and Mahomedans will vie with Christians of every denomination. There will be no distinction made, except that of superior merit. The emulation among the young men will extend to the Conductors of the Seminaries at which they are trained; the merits and defects of different plans of education will become apparent from the result of the annual examinations, and those which are found to be most successful, will be generally adopted. The striking effects produced by literary competition, when much less free than this, and excited by much inferior rewards, will give some idea of what may be expected from a competition which will be open to all classes of our Indian subjects, and will be stimulated by all the influence and patronage of the Indian Government."

7. Great as is the force of these remarks as applied to Bengal, it is infinitely increased if we apply them to the state of things in this Presidency. The relative importance of the public service in comparison with any private or professional pursuit, is even in Bengal not easily understood by those who take their notions from England, or even from most of the continental countries, but in this Presidency, where the field of private enterprize is so confined, where commerce is so much depressed, it may be truly said that there is in fact hardly any other opening for an educated man.

8. The most essential point (if not the only one) in which the plan advocated by the President and Governors of the Madras University differs from the one suggested by the

General Committee in Bengal is, that while the latter leaves the disposal of patronage entirely unfettered, the former gives the Candidate qualified by having passed a certain educational examination, a *right* of preference over one who is unable to stand such a test.

9. This condition however, is not to be enforced at present, except at the *Presidency*—nor perhaps would it be expedient to extend it to the provinces, until some provision for the diffusion of education shall have been made by the establishment of the Provincial Colleges, and other local Institutions. Ultimately however, and I trust at no distant day, it may be extended to every part of the country, with incalculable benefit—and this naturally leads me to the next subject, which is that of the Provincial Schools.

10. In my Minute of the 12th February 1841, I recommended the establishment of four of these Institutions in convenient locations, for the benefit of the Tamul, Telugu, Canarese, and Malayalum districts respectively.

11. The address dated 14th November 1841, which was received last winter from certain respectable and influential Members of the Hindu Community at Masulipatam, proves that the Native public appreciate and are ready to avail themselves of such Institutions; and it also shows the advantage which may be expected from a perseverance in the system of enlisting their co-operation, which has been attended with such satisfactory results at Madras.

12. The rules appended to Mr. Norton's Minute, submitted with the unanimous concurrence of his Colleagues in their letter of the 6th October last, appear to me to be admirably adapted to the end in view. They will relieve the local Committees of much preliminary labour and thus effect a great saving of time—and they will promote that system and unity of effort, without which zeal and energy will frequently be wasted or misapplied.

13. To maintain this uniformity of system, and to preserve efficiency, it will be obviously necessary to institute some means of examination and control—and Mr. Norton has advocated the appointment of a Secretary to Government in the Department of National Education. Lord Auckland in his Minute of 24th November 1839, has alluded to a similar measure, and hereafter undoubtedly it would be a more efficient one than that which I originally intended to propose in its stead—the appointment of a General Board of Public Instruction. It is not neces-

sary to enter into a review of the advantages to be derived from either of these measures, as I do not think that the time is arrived to choose between them. In the first instance it would seem sufficient if a Deputation from the Governing Body of the Central Institution at Madras were annually to visit each of the Provincial High Schools. This Deputation should always include the Secretary, and it would be desirable that two of the Governors, one Native and one European, should accompany him. The period of their visit should also be that for the annual examinations and distribution of prizes.

14. I am of opinion that no time should be lost in establishing these four Schools, and that the Board should be requested to make all the preliminary enquiries and arrangements in their power (such as those which relate to the engagement of Masters, the probable support which the Schools are likely to receive, and the amount of the fees which it may be expedient to establish, &c.) and to prepare an estimate of the probable expense.

15. I now come to the Medical and Engineer Classes at Madras—the practical utility of which is too apparent to need any comment in this place.

16. The rules for the Medical Collegiate Class have been very carefully considered, and appear to be extremely well adapted to the object in view. They provide for the amalgamation with the proposed Class of the present Medical School—by this arrangement the advantages of a superior education will be opened to the subordinate branch of the Medical Department, while the regulations under which Candidates are admitted to the Public Service will continue undisturbed. The number of Professors has been fixed at four, which is two more than are attached to the School at present; but it would be difficult to provide for the additional duties required without this increase.

17. The expence with which the establishment of the Medical Class will be attended will no doubt be considerable—the two additional Lecturers or Professors must be adequately remunerated, probably at not less than 400 Rupees per mensem each (consolidated pay), or of one half that sum in the event of their already holding other appointments, at the Presidency.

18. The remarks of the President and Governors on the necesity of instituting some rewards to be competed for by the Medical Students will not have escaped the

observation of the Board. In these I fully concur, and I consider the nature of the rewards suggested well calculated to foster emulation, and to answer all the ends in view. Their utility, however, will mainly depend upon the care and discrimination with which they are bestowed; for it is not the number or the amount of such rewards that will incite the Students to compete for them, but rather their rarity, and the difficulty with which they are obtained, for in proportion to these will be the honor of obtaining them. The efficacy of the stimulus depends no less upon the frugality than on the discernment with which it is administered, and the remarks of the Governors upon the cautious distribution of honorary medals, proves to me that they will act upon this principle with regard to all other distinctions and prizes that may be placed at their disposal.

19. I now come to the Civil Engineer Class. I cannot refer to Colonel Sim's Minute upon this subject, without expressing my entire concurrence in the observations it contains—the proposed rules also, appear to me to be unexceptionable. The salary of the Professor of Engineering should correspond with that of the Junior Professors of Medicine. I have no doubt but that at this rate the assistance of a competent person may be secured. In the great dearth of properly qualified Native Engineers, there may be at first some difficulty in procuring the two Native Assistants recommended.

25. There is one young man in particular whose acquirements are really pre-eminent, and it has been suggested to me, that the first Foundation Studentship could not be conferred upon a more fitting person—for he is anxious to continue his studies, but without some assistance of this kind, he is not able to do so. I therefore propose that he be presented with a Studentship, entitling him to an allowance of 30 Rupees per mensem for three years.

APPENDIX.

A.

Public Department.

No. 209.

Extract from the Minutes of Consultation, 2d March 1841.

The following Papers are ordered to be recorded.

Minute by the Right Hon'ble the President. Here enter 12th Feby. 1841, No. 158.

1. Resolved that paras 10 to 13 of the Right Honorable the Governor's Minute of the 12th Ultimo be transmitted to the President and Governors of the Madras University, and that they be requested in accordance with the views therein expressed, to suggest such modifications of the Rules established by Government for the "Madras University" as may appear to the President and Governors necessary to adapt them for the management of the Provincial High Schools proposed to be established at Trichinopoly, Masulipatam, Bellary and Calicut.

2. Resolved that para. 9 of the same Minute be transmitted to the Revenue Department, where the proposition of the Right Honorable the Governor to promote the spread of education amongst the higher classes of Natives, by directing that in every practicable instance, the Minors who are Wards of the Board of Revenue should be educated at Institutions supported by the Government, will receive attention.

3. With a view further to promote the diffusion of knowledge amongst the Natives, and to give effect to the decree of the Supreme Court by which a portion of the charitable bequest of Putchapa Moodeliar is to be devoted to the establishment of Schools and Professorships for tuition in the English and Native languages, the study of the law, and the administration of justice in India,—it is resolved, as recommended by the President, that the Board of Revenue be placed in communication with the Advocate General and requested to adopt immediate measures for the establishment of those Schools and Professorships which are to be maintained within the Provinces subject to this Presidency.

4. Resolved that the 27th Para. of the above Minute be brought to the notice of the Honorable the Court of Directors and that their instructions be solicited thereon.

5. Resolved that, on the receipt of the printed papers alluded to in para. 1 of Mr. Secretary Bushby's letter of the 16th December last above recorded, they, together with transcripts of that para. and of Extracts* as per margin from the Governor General's Minute of the 24th November 1839, be forwarded to the President and Governors of the Madras University, with a request that they will consider and report how this Government can best co-operate with the Government of India in the object of aiding the compilation of a series of useful and comprehensive Class Books, to be afterwards rendered into the vernacular languages of the several Provinces.

* *Paras.* 28 *&* 29 *and an Extract from para.* 38.

6. Resolved that the last Reports on the state of the Schools at Tanjore, Combaconum and Ramnad receiving aid from the Funds for Native Education, be forwarded to the Supreme Government with a recommendation, that, in consideration of their utility, the support at present afforded to them by

the State, be continued, until such time as the incipient system of national education shall be so extended as to supply the wants that would otherwise be felt by their immediate discontinuance or reduction.

7. Resolved that the Report of the Board of Revenue in the Yeomiahs Schools, with the Order of Government thereon, be also brought to the notice of the Supreme Government.

8. Resolved further, in accordance with the desire of the Supreme Government, conveyed in Mr. Secretary Bushby's letter of the 18th March 1840, that the President and Governors of the Madras University be requested to submit annually for transmission to Bengal, a Report on the state of the Institution under their charge.

9. Resolved that the President and Governors of the Madras University be requested, in communication with the Sudr Udalut, the Board of Revenue, and the Heads of other Public Offices at Madras, to take into consideration the expediency of requiring all Natives and others to pass an educational examination before they are admitted into the Company's Service, and the nature of the various tests which it may be proper to establish.

Extract from the Minute of the Right Hon'ble the President, dated 12th February 1841.

10. I now come to the subject of the extension of the system of Education supported by Government in this Presidency—and though I have strongly advocated the policy of directing our exertions in the first instance to the enlightenment of the upper classes, yet to use the words of the Governor General, "it is not to be implied from this that in my view elementary education for the mass of the people is a thing necessarily to be neglected, or postponed for an indefinite period." Still less do I think that we shall have done enough, even at the present stage of our proceedings, if we content ourselves with establishing the Central Institution at Madras.

11. According to the plan which has been traced by the Governor General, the first step in extending our operations, should be the formation at some of the principal towns in the interior of superior Schools, which eventually might be raised into Colleges, each the centre of a circle of Zillah Schools, as the Madras University would be the centre of these Provincial Colleges, and of the whole system of Education throughout the Presidency—thus the link of connection between the Zillah School and the University would be obtained, and if a few Fellowships were endowed at the University to be competed for by the most advanced Students at the Provincial Colleges, the same emulation might be created among them, which is anticipated by the Governor General, from the foundation of pecuniary Scholarships at the latter for the most promising pupils of the Zillah Seminaries.

12. In these superior Provincial Schools, the English language would be the proper medium of instruction, and if at the outset it should be found impracticable to make an acquaintance with it an indispensable qualification for admission, this must be declared to be only a temporary relaxation of what is hereafter to be an invariable rule. Even in the Zillah Schools the Governor General leans to the adoption of the English language.

13. Eventually, when education is more widely disseminated, when Schools shall have been established almost in every talook, this would doubtless have the effect of diffusing European knowledge, and of preparing a greater number of young men for the Provincial Colleges. Meanwhile the importance of the vernacular languages must not be overlooked. Of these there are a great many in use in the Madras Presidency and not less than four which are very extensively spoken, namely, the Tamil, Teloogoo, Malyalim, and Canarese—and although I am of opinion that in the Provincial Colleges instruction should be given hereafter, solely through the medium of the English language, yet at the first establishment of these Seminaries it may not be possible to

Insist upon this condition, and even after it shall have been enforced it may be found on many accounts convenient, to the English Masters, no less than to the Scholars, that they should be so placed as to be resorted to by boys for the most part speaking the same language. I would therefore recommend the establishment of four of these superior Schools in the first instance, which might be located at Trichinopoly, Masulipatam, Bellary and Calicut—for the benefit of the Tamil, Teloogoo, Canarese and Malyalim districts respectively.

Extract from Mr. Secretary Bushby's Letter, dated 16th December 1840.

I am directed to transmit for the information of the Right Hon'ble the Governor in Council and of the Board of Education at Madras the accompanying printed papers as described in the margin, and to request the attention of His Lordship in Council to the proposition of the Right Hon'ble the Governor General in His Lordship's Minute of the 24th November 1839, Paragraph 38, that the Government of Madras shall co-operate through it's Board of Education in the common object of aiding the compilation of a series of useful and comprehensive Class Books, to be afterwards rendered into the vernacular languages of the several Provinces.

Report of the General Committee of Public Instruction dated 30th October 1840 *referring to the Governor General's Minute dated 24th November* 1839 *and the Resolutions of the Government of India thereupon dated the 16th December* 1840.

Extract from the Minute of the Right Hon'ble the Governor General, dated 24th November 1839.

28. On the other hand, I confess that I regard it as a serious defect in our plans that we have compiled no proper series of vernacular class books. It is obviously desirable that as we have vernacular classes the books used in them should not only be correct and elegant in style, but should be themselves of the most useful description. I would urge also the justness and importance of the advice of the Honorable Court, that such a series of class books should be prepared under one general scheme of control and superintendence. Much expense will thereby be saved, and efficiency greatly promoted. The cost would equitably and willingly be divided among many parties. The works would either be selections from English books of instruction already published or original compilations adapted for Native pupils. In either case the charge of the first selection or compilation in English would be borne in part by the Education Funds of Bengal and in part by those of the other Presidencies, especially by those of Bombay, where such works must be urgently required for the vernacular schools in the interior. The new Patsala of Calcutta, the projectors of which have proposed a good series of works, would also of course contribute, and aid might be expected from benevolent individuals or associations in different parts of India. The present opportunity is favorable to entering on the undertaking. When the books shall have been prepared in English they will afterwards, as the Honorable Court have observed, be translated at each Presidency into the vernacular languages current in it, but the first step for all the Presidencies must be the primary compilation. I would then place the body which at present represents the Government in the direction of Native Education in communication with the Committee of Public Instruction at Calcutta and make it my first injunction to the latter Committee in concert with the Managers of the Hindoo College Patsala or others to draw a definite scheme of the several sets of

books wanted for instruction through the vernacular languages in Seminaries of ordinary education—then to consider and report by what means and at what estimated cost, to be distributed among what parties, these books can be drawn up and with what further cost the printing of them would be attended. With this information before them, the Government can determine on the completion of the plan and on the amount of funds which can properly, independent of the usual income of the Committee, be assigned to it.

29. I need scarcely repeat that I look with particular favor on the suggestions of the Managers of the Patsala for including in the list of works Treatises on the Elements of Law, general and local, of Political Economy and of Morals.

38. For the Bombay and Madras Presidencies it may be convenient to place those Governments in possession of the substance of the review which has been taken of the facts relative to the progress of education in all parts of India and to communicate to them also the Resolution which may finally be adopted by the Government explanatory of its general views on the suggestions which I have offered and of the orders that may be issued for the guidance of the Committee in Calcutta. These Governments should be specially invited to co-operate through the bodies charged with the control of Public Instruction under their superintendence in the common object of aiding the preparation of an useful and comprehensive set of class books to be afterwards rendered into the vernacular tongues of the several Provinces. In this as in other parts of the Government, it is a matter of high importance that there should be a thorough understanding among the different Presidencies of the principles observed and plans followed out in each, that the experience of one should be made known for the benefit of all; and that all should work together in the pursuit of the desired result.

Extract from the Address from the President and Governors to Lord Elphinstone, on the opening of the Madras University.

Neither have the Board yet attempted any organization of the collegiate division of the University. Such an attempt would be obviously premature. It must necessarily await that progress in literature in the High School or other similar foundations in the Presidency, which alone can qualify youths to enter on scientific and philosophical studies with effect. It is to this period when collegiate classes have been efficiently established under the governance of a Principal and Professors, that the consideration must be postponed of University statutes to be framed, and of diplomas and degrees to be conferred. In the mean time their attention has not been wholly withdrawn from these elevated aims of the Institution. They are desirous of forming at an early period a medical department, and a department of civil engineering in the University, as promising the most immediate practical results; and in these departments it is surmised that qualified students might even already be found within the precincts of the Presidency.

Extract from Lord Elphinstone's Reply to the above.

The blessings of a wide diffusion of Medical Science need no comment, and in this Country so destitute of harbours and of internal communications, so dependant upon artificial irrigation for the actual subsistence of the population, how can we over estimate the importance of the study of Civil Engineering?

B.

Fundamental Rules.

1st. That it is expedient that a Central Collegiate Institution or University should be established at Madras.

2d. The Madras University to consist of two principal departments, a College for the higher branches of literature, philosophy and science, and a High School for the cultivation of English literature and of the vernacular languages of India, and the elementary departments of philosophy and science.

3d. The governing body to be denominated the President and Governors.

4th. The College department to be placed under a Principal and Professors. The High School under a Head Master and Tutors.

5th. Members of all creeds and sects shall be admissible; consistently with which primary object, care shall be taken to avoid whatever may tend to violate or offend the religious feelings of any class.

6th. It shall form no part of the design of this Institution to inculcate doctrine of religious faith, or to supply books with any such view.

7th. No pupils shall be admissible in any department, but such as are able to read and write the English language intelligibly.

8th. Pupils shall pay according to such rates as may be hereafter established by the President and Governors.

9th. Should any sums be hereafter bestowed upon the Institution for the purpose of endowing Scholarships in the High School or Studentships in the College, the Students and Scholars appointed to them shall be admitted in such manner as may be determined by the President and Governors.

10th. The first President and Governors shall be appointed by the Governor in Council. There shall be 14 Governors, 7 of whom shall be Native Hindoos or Musselmen, besides the President. The appointment of the President and 6 of the Governors shall rest permanently with the Governor in Council.

11th. Vacancies shall be effected by any continued absence from the limits of Madras for the space of two years, or by departure for England or for any permanent residence in any other presidency, or by resignation addressed to the Secretary, or by removal under order of the Governor in Council.

12th. Every Donor to the amount of 5,000 Rupees shall if, and while, resident within the limits of Madras, become a life Governor, and, if not resident in Madras, shall have power to appoint a Governor who is so resident (subject to the confirmation of the Governor in Council) to hold on the same terms as the other Governors. But in all cases of persons so becoming life Governors, the Governor in Council may appoint a Governor who is not a Native, in case such life Governor or his Appointee be a Native, and the remaining Governors may elect a Native Governor in case such life Governor or his Appointee be not a Native.

13th. The President and Governors shall frame general rules for conducting the current affairs of the Institution, and they shall meet not less than once per month, five forming a quorum.

14th. In all questions to be decided by vote the President shall have a casting vote.

15th. The first business to be done at all Meetings when the President shall happen to be absent, shall be to appoint a Chairman who shall possess a casting vote.

16th. All rules and regulations to be made by the President and Governors shall be confirmed within six months by the Governor in Council, in default of which they shall be considered thereafter as annulled.

17th. The Governor in Council shall have power to remove not only any President or Governor, but also all persons holding any office or appointment whatever in the Institution. The President and Governors shall have power

to remove all persons holding any office or appointment under them in the Institution.

16th. In case the Governor in Council shall hereafter appoint any Board of Public Instruction, the Members thereof shall be Visitors of this Institution, and shall have power to call for all papers and information. They shall also elect the 8 Governors who are not nominated by the Governor in Council.

19th. The President and Governors shall make one Annual Report to be furnished to the Governor in Council, or to the Board of Public Instruction, as the Governor in Council shall direct, which Report shall contain an account of receipts and disbursements, a list of donors and subscribers, and a general statement of their proceedings and of the progress of the Institution.

C.

RULES *for the course of Instruction and Discipline in the High School of the Madras University.* *

MODE OF ADMISSION.

There shall be a standing Sub-Committee, to meet on the first of each month (not being Sunday) if necessary, and afterwards, if necessary, by adjournment, for the purpose of examining and passing Scholars for admission. The Head Master shall report to the Sub-Committee between their Monthly Meetings as to the qualification of each Candidate, and upon the Secretary's making out the title to admission, the Scholar may enter the School, beginning his payments of School fees on the first 15th of the month thereafter ensuing.

All applications for admission are to be addressed to the Secretary.

Pacheapah's Scholars.—The following shall be the course of admission of Pacheapah's Scholars.

The number of vacancies shall be reported by the Board by the 1st Novr. in each year, and the Trustees will then propose them as objects of competition for the pupils of the School supported by Pacheapah's charity. The best of such Scholars as desire to become Candidates (to a number of not less than 3 for every 2 vacancies) having been selected at the regular examination of each Seminary, the election to the actual vacancies will be made from these on the 1st January annually. The relative claims of the Candidates, who must be under 14 years of age and qualified for admission into the High School, will be determined by a further examination to be conducted in such manner as the Board shall prescribe. The Board have authority to reject Candidates on any ground of incompetency, and also of deprivation in cases of negligence in studies, absence from school, or misconduct. The Scholarships will be held for a term of four years.

In case a sufficient number of Candidates for Scholarships shall not be presented by 1st January, and admitted thereupon by the Board, the Board will fill up the vacancies by admission of other Candidates by course of open competition.

DESIGNATION OF THE SCHOLARS.

The Scholars shall all have the designation of "Scholars of the High "School."

*Note.—These rules are subject to modifications, temporary or otherwise, as may be found expedient by the Board of the President and Governors. The Head Master is to report to the Board any alterations he may from time to time consider desirable, not adopting any that are essential and important without their previous sanction.

School Fees.

The School fee shall be 4 Rupees per month.

The 15th of each month is fixed for the payment of the School fees.

The Secretary's Clerk shall attend at the opening of the School on the appointed day—to collect the fees.

All fees to be paid in advance—any non-payment to be visited peremptorily by petty punishment at the Master's discretion—and any failure of payment beyond three days after that appointed, by suspension for a week—and all arrears to be enforced upon the Scholar's next attendance.

If any Scholar shall be thus suspended for 4 consecutive weeks, or for 4 weeks in any one year—his name shall be erased from the list of the School—and no re-admission allowed except by grace of the Board.

Subjects of Instruction.

The course of instruction in the High School shall comprize, progressively,

Grammar } Both English and Vernacular.
Reading Exercise }
Arithmetic
Writing
Morality
History
Geography
Mathematics*
Natural Philosophy
Moral Philosophy
Translations (reciprocal)
Abridgments, or Abstracts
Compilations
Compositions
Elocution.

Classes.

The Classes shall be four Classes, the lowest being No. 1. Each Class shall contain 2 *Ranks* according to the gradations of progress among the pupils. When the number in any Class shall exceed 30, such Class shall be separated into *Divisions*—each division, when complete, to consist of 30 Pupils. Such Divisions, as arising from mere amount of number, shall be duplicates, triplicates, &c. of the 1st division, and not in the nature of graduated Ranks.

School Hours.

The hours of attendance at School shall be from 10 A. M. to 5 P. M. with an hour from 1 to 2, for refreshment.

The course of Instruction in the First Class.

The instruction in the *First* (or lowest) Class shall consist of

Grammar.
(Books, Elements of Grammar, Carpenter's Spelling Book.)
Reading Exercise (English) incorporating morality.
(Books, Goldsmith's animated nature).
(Selections from moral works, Books not yet fixed upon).

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* Note.—Including Algebra, Plane and Spherical Trigonometry, and the principles of Mechanics.

First Rules of Arithmetic.
Writing.
Vernacular languages.

The distribution of the School hours in reference to the instruction of the First Class shall be, for the present, as follows:

1st Class hours.—From 10 to ½ past 10, repeating their Grammar lesson set on the previous day to be learnt by heart.

½ past 10 to ½ past 12, Exercise before the Master in English reading, with a view to *pronunciation* and literal meaning.

½ past 12 to 1, Writing.

2 to ½ past 2, Arithmetic from tables on cards, or working sums in 4 first rules.

½ past 2 to 3, receiving miscellaneous directions, and having lessons set for the next day by the Master.

3 to 5, Vernacular languages.

The course of Instruction in the Second Class.

The instruction in the Second Class shall consist of

Grammar.
(Books, Murray's Grammar.)
Reading Exercise (English) incorporating morality.
(Books, Goldsmith's Histories of England and Rome, Stretche's beauties of History, or any other work of moral tendency.)
Arithmetic (inclusive of Rule of Three, Practice, and Fractions.)
(Books, Bonnycastle's Arithmetic.)
Geography.
(Books, Clift's Geography.)
Writing.
Writing English from dictation, abstracting or abridging.
Vernacular languages.

The distribution of hours for the Second Class to be as follows:—

2d Class hours.—From 10 to ½ past 10, examination in their Grammar lesson set on the previous day, and parsing it.

½ past 10 to ½ past 12, Exercise before the Master in English reading, of portions previously studied, with a view to pronunciation and meaning, as well literal as in relation to grammatical, geographical, historical, or moral questions arising.

½ past 12 to 1, Writing.

2 to 3, Arithmetic—and working of sums set out at the time.

3 to 4 on alternate days, Geography from prepared lessons, and writing English from dictation or abstracting and abridging.

4 to 5, Vernacular languages.

The course of Instruction in the Third Class.

The instruction in the Third Class shall consist of

Grammar.
(Books, Murray's Grammar.)
Reading Exercise (English.)
(Books, Poetry and general subjects at the Master's discretion.)
Geography and the use of the Terrestrial Globe.
(Books, Guy's Geography and Keith on the Globes.)
Mathematics—inclusively of Algebra and the 4 first Books of Euclid.
(Books—Williamson's Euclid, Pinnock's Catechism of Algebra, Bonnycastle, Cooke's Book-keeping.)
History.
(Books, History of Greece by S. D. U. K., a History of India.)

Natural Philosophy (general introduction.)
(Books, Calcutta Introduction to Natural History.)
Moral Philosophy.
(Books, Selections from Blair's Class Book.)
Abridgments, Compilations, and Translations (reciprocal.)

The distribution of hours for the Third Class to be as follows:

3d Class hours.—From 10 to 11, Euclid.

From 11 to 12, exercise before the Master in reading English Poetry and the higher class of critical literature, with a view to *emphasis* and appreciation of style.

From 12 to 1—On Mondays lecturing and examining in Natural Philosophy upon portions set for study previously,—On Tuesday do. in History,—on Wednesday do. in Moral Philosophy,—Do. repeated on Thursdays, Fridays and Saturdays.

From 2 to ½ past 2, Algebra and Arithmetic, alternately—examinations in, or working out in the room.

From ½ past 2 to ½ past 3, lecturing upon Geography from prepared lessons, and upon the Terrestrial Globe.

From ½ past 3 to 4, examining in Grammar from prepared lessons.

From 4 to 5, Translations (reciprocal) on 5 days, and on the 6th examinations on abridgments, and compilations got up in the course of the week.

The course of Instruction in the Fourth Class.

The instruction in the Fourth Class shall consist of

Elocution.
Natural Philosophy.
(Books, Chemistry.)
Moral Philosophy.
(Books, work not yet selected.)
History.
(Books, Smyth's lectures, and other works on the Philosophy of History—Histories of India and England—Norton's Rudiments.)
Mathematics.
(Books, the whole of the perfect Books of Euclid, plane and spherical Trigonometry.)
Geography.
Mechanics.
Original composition in English.

Translations (reciprocal) and periphrase translations into the vernacular languages.

The distribution of the hours for the Fourth Class to be as follows:

4th Class hours.—Monday: Alternately, one Monday, 3 hours examining compositions (English) and lecturing upon them, as prepared at leisure during the preceding fortnight—the other Monday 3 hours explaining miscellaneous subjects of other studies, exhibiting experiments in Natural Philosophy, and oringing up any matters omitted or postponed.

Tuesday: From 10 to 11, Elocution—consisting in the oral delivery of poetical or oratorical passages, learnt by heart; from 11 to 1, Study of Natural Philosophy with a view to a lecture and examination on the ensuing Saturday.

Wednesday: Map drawing at the table, from set lessons for previous practice, from 10 to 11. Moral Philosophy from 11 to 1.

Thursday: From 10 to ½ past 11, examinations and lecturing in History; from ½ past 11 to 1, to be at discretionary disposal of the Boys in preparing any tasks to be got up.

Friday: Translations (reciprocal) and periphrase translations in the vernacular languages, 3 hours.

Saturday: From 10 to 11 Elocution, as on Tuesday from 11 to 1 examinations and lecturing in Chemistry.

All days · Mathematics 3 hours.

Quarterly and Annual Examinations.

There shall be quarterly examinations to be conducted under the immediate superintendence of the Head Master, with a view to promotions from rank to rank, and from class to class.

There shall be one public examination to be held on the 24th December, with a view to the award of Prizes, the conferring Scholastic degrees, and the preparation of the Board's Annual Report.

Promotions, Honors and Prizes.

Præpositors.—The four first Scholars of the 4th or highest class (or greater or less number according to the number in the class) shall be distinguished by the designation of *Præpositors.*

The rank of Præpositors shall be permanent, and those holding it shall advance by seniority. When a vacancy shall occur among the Præpositors, the Head Master shall select the most distinguished Scholar in the class to fill it.

The Præpositors shall have authority over the whole School, in respect of keeping order—they may occasionally be employed in hearing the lesson of a lower Class—they shall have more liberal privileges than the other Scholars as regards access to the School Library, and loan of Books—they shall also have Chairs and a Table to themselves.

The other Scholars of the 4th Class and of the other Classes shall be allowed to compete for relative places in the class.

Monitors.—Each Class or division shall have one Monitor, who shall have authority to keep order over his Class, or division. A Monitor shall not be liable to lose his place except upon express promotion, by the Master of the Class or division, of another, upon some test of continued superiority.

Prizes shall consist of Books with a distinguishing binding and stamp.

All Degrees, Honors, and Prizes shall be conferred publicly by the President and Governors, after the annual examination.

A Scholastic Degree.

There shall be a Scholastic Degree, the designation of which shall be that of a "Proficient." There shall be a scale of honor, according to merit, attending this degree, namely, 1st "Proficient," 2d "Proficient," &c.

Each Proficient shall be presented with a Ring of an uniform make, and varying in value according to the scale of honor in the degree, the lowest in value being for the simple Proficient.

The Ring to be denominated The High School Ring.

The first Proficient of the year shall have his Certificate of that degree presented in a silver case.

Punishments.

The Scholars shall be liable to punishment by imposition—by confinement—by such petty degradations as may be sanctioned by the Head Master—by

suspensions for not more than a week (the 3d suspension being reported to the Board with a view to expulsion,)—by corporal punishment with a cane —and by positive expulsion, as the severest of all punishments.

The Head Master alone shall have authority to award corporal punishment —which is invariably to be carried into effect in public, without stripping, is never to be inflicted on the same day that it is awarded—and is to be confined to boys under 14 years of age.

Vacations and Holidays.

There shall be a Winter vacation of one fortnight, commencing on Christmas day, being the day immediately following the annual examination.

There shall be also a Summer vacation of one week—to date from the first Monday after the 1st of June, or from the above date when it shall fall on a Monday.

All the visible Eclipses of the Sun or Moon shall be Holidays.

The day of each New Moon and the day after, and of each Full Moon and the day after, shall be holidays from *vernacular teaching only*.

2 days.	The Native New year's day, being one Malabar day, and one Gentoo day, 1st Chittry.
2 days.	Triplicane 1st festival, 2 days (the 3d and the 7th) out of 10 days.
2 days.	Triplicane 2d festival, 2 days (the 3d and 7th) out of 10 days.
1 day.	Audypundyga, or the last day of Audy.
3 days.	Auvanavootum (or Sravarum), this day varies according to Sects —and is held on three different days.
2 days.	Venayaca Choutty—being the 4th and 5th days of the increasing moon in Partasy month.
2 days.	Dusserah 9th and 10th of increase of Moon.
1 day.	Deepawella—day before the New Moon Appashy.
2 days.	Kartey Holidays.
2 days.	Mookooty Yacatasa, on 11th and 12th of increasing Moon, about Margalee month.
3 days.	Pongall.
2 days.	Seevaratree (same feast as the Mookooty for a different Sect.)
2 days.	Trivatoor feast—the 7th and 9th days, out of 10 days.
2 days.	Mylapoor feast, do.
3 days.	Also Ash-Wednesday, Good Friday, and the Queen's Birth day.
31 days.	

D.

The following papers contain all the queries proposed to the Scholars, and a selection from the answers, in the same state as when delivered to the Examiners, with the exception of a few trivial verbal corrections. No selections have been made from the answers of the 3d Class in Euclid, as the questions were taken solely from the Text, and therefore no scope was left for any ingenuity. The Scholars were not allowed access to any sources of

information whatever at the time of composing their answers; but, being provided with writing materials, they were required to give their answers on the subjects and questions proposed, of whose nature they were totally ignorant on entering the Examination Rooms.

4TH CLASS.

POLITICAL ECONOMY.

1. Explain generally what is understood by the term Political Economy; and instance a great error committed, in consequence of the neglect of the Science.
2. Show the advantages of a "Division of Labour."
3. Show the necessity of a representative of value; and trace the progress of coinage.
4. Give the three ordinary constituent parts of Price, and show how they are sometimes confounded.
5. How does the increase of Stock affect wages and profit; and explain how the rate of profit is ascertained.
6. What has prevented an equalisation of profits and wages throughout Europe.
7. Give Ricardo's Theory of Rent.
8. Explain the advantages and disadvantages of a Paper Currency.
9. Give the different opinions of Smith and Bentham respecting Projectors and Usury.
10. State the different methods in which capital may be employed; and show which is the most advantageous.

HISTORICAL QUESTIONS.

1. Mention the circumstances, that paved the way for the Reformation.
2. Give the origin of the Jesuits; and explain how their order came to possess its enormous power in Europe.
3. Sketch the characters of Charles 5th, Francis 1st, and Henry 8th.
4. Give an account of the "Battle of Pavia," and of the subsequent conduct of Charles 5th, towards his vanquished rival.
5. If a judicious choice of servants be a mark of talent in a monarch; show that Charles 5th deserves the palm before Francis 1st.
6. Sketch briefly the political conduct of Maurice of Saxony.
7. Explain the origin of the term "Protestant."
8. State the circumstances that prevented Charles 5th attaining universal sovereignty.
9. Explain how the Duke of Guise acquired his renown.
10. Give an account of the abdication and death of Charles 5th.

LOCKE.

1. Explain fully the meaning of abstract and concrete terms, of nominal and real essences, and of mixed modes.
2. Define an idea, and mention what is particular in our ideas of substances.
3. What is the difference between the imperfection and abuse of words.
4. Mention some of the remedies of the imperfections and abuses of words.
5. Define knowledge; and fully explain the different species.
6. Show what knowledge we have of the Deity, and prove it is not innate.
7. Explain the proper method of laying down an hypothesis in Natural Philosophy.
8. Wherein does judgment differ from knowledge.
9. Show how Faith is founded upon Reason.

Algebra.

1 _ In what case is $x^n + y^n \div$ by $x + y$?
Find the n^{th} term in the $\div a - bx$ by $a + c\ x$ ____

2 Reduce the fraction $\frac{3x^2 - 16x - 12}{x^3 - 8x^2\ 12x + 144}$ to its lowest terms, and find the least common $\times$ of $x^3 + 1\ x + 1\ x^2 + x + 1$ ____

3 ___ Show that $(a+x)^n = a^n + n a^{n-1} x + \frac{n}{2}^{ca}\ \frac{n}{3}^{ca}\ \frac{n}{4}^{ca}$ for all values of the index that the coefficients are integers if n be so and are the same at corresponding distances from either end of the series _ _ ____

4 _ Find the greatest coefficient and greatest term in the expansion of $(1 + \frac{99}{100})^{10}$ by the Binomial Theorem ___

5 ___ Find the number of combinations of m things r together and shew that $C_r = C_{m-r}$ _____ ___

6 Given the n^{th} term of an Arithmetic series and the sum of n terms _ Find the series _____ _____

7 Explain the method of extracting the square root of a binomial surd _ Ex $10 + 6\sqrt{3}$ ___ $1 + 4\sqrt{-5}$ ___ _ _

8 ___ In continued fractions shew that the successive converging fractions are alternately > and < the true value and find a measure of their convergency. ___ _____

9 _ Show how to solve the equation $a x + b y = c$ and find the number of solutions _ _ _____

10 ___ Insert n harmonic means between a and b and shew > which is > st the Arithmetic Geometric or Harmonic mean between two quantities _____

11 ___ Solve the following equations

$x y = a/x + y/$
$x z = b/x + z/$
$y z = c/y + z/$

$x^3 + \frac{1}{x\sqrt{x}} = 2$

12 ___. A merchant began trade with a certain sum of money which amounted at the end of seven years to £2500 and had accumulated in the following manner; viz at the end of the third year he had just doubled the first sum The next year he gained the square root of that doubled sum and £10 more, and the last three years he squared the whole. Required the first sum

Trigonometry

1 ___ Trace the sign of the tangent in the four quadrants and shew the general value of tan. A ___ ___

2 ___ Prove that $\cos A + \sin A = \pm \sqrt{(1 + \sin 2A)}$ and $\cos A - \sin A = \pm \sqrt{(1 - \sin 2A)}$ ___ ___

3 ___ Find the sine and cosine of 105° ___

4 Show that $\sin(30 + A) + \sin(30 - A) = \cos A$

5 Prove the Exponential Theorem and find the value of e ___

6 ___ The sum of two angles is 75° and their difference is $(26\frac{2}{3})$ grades Express the value of the two angles both in degrees and grades ___

7 ___ Given $m \sin A + n \cos A = p$ find the value of sine A and cosine A ___ ___ ___ ___ ___

8 ___ The angle that the sloping face of a tower makes with the vertical $= \phi$. prove that the sloping face minus the perpendicular height $= 2a \sin^2 \phi$, where a = the length of the sloping face ___ ___ ___ ___

9 ___ Given that the angle of depression to a spectator on a mountain = 2° 13′ 27″ find the Earths radius ___

3D CLASS.

HISTORY OF ENGLAND.

1. Give an account of the Duke of Monmouth's rebellion.
2. Trace, as well as you are able, the causes of the Revolution of 1688.
3. Explain how the National Debt originated.
4. Mention as many particulars respecting the Duke of Marlborough, as you remember.
5. What war of "Succession" was there in Queen Anne's reign; how did it terminate; and who were the Generals engaged in it?
6. Give the date of the Union; and the sentiments that the English and Scotch entertained respecting it.
7. Who were the Tory ministers, that gained the ascendancy towards the end of Queen Anne's reign, and what treatment did they receive on the accession of George I?
8. Give a brief account of the Rebellions of 1715 and 1745.
9. Explain the nature of the South Sea Scheme.
10. Sketch the outlines of the British constitution.

EUCLID.

1. On the same base and on the same side of it there cannot be 2 Δ s that have their sides terminated in one extremity of the base = equal to each other and likewise those terminated in the other extremity.

ARITHMETIC.

1. Divide 172£ 14*s.* 9½*d.* by 27.
2. Reduce 17234568 oz. avoirdupois to cwt. qrs. &c.
3. Add together ½ of 2½, 1½ of 5½, and ¾ of ⅛.
4. Reduce ½ of a shilling to the fraction of a pound.
5. Divide $\frac{6-\frac{1}{2}}{4+\frac{1}{2}}$ by $\frac{1-\frac{1}{2}}{2-\frac{1}{2}}$

6 Find the value of 430 lbs. of sugar, at 4*s.* 3¼*d.* per lb.

7. If 19 men plough 7 acres in 5 days; in how many days, will 15 men plough 12 acres?
8. The difference of longitude of two places = 172° 45′ 12″; find the difference of relative time, for the same instant of absolute time.

COMPOSITION AND GRAMMAR.

1. Give a brief account of the settlement of the Saxons in England.
2. Write a brief Essay upon
   "The advantages to be derived from the study of History."
3. Parse the following sentence
"They hastened their journey, that they might be in time to receive the last breath of their dying brother."

2D CLASS, 1ST RANK.

HISTORY, GEOGRAPHY AND GRAMMAR.

1. Explain what the "spolia opima" were, and mention the names of such Romans as obtained them.
2. Give the character of Hanibal.
3. Mention the chief Roman magistracies, and the duties attached to each.
4. Describe accurately where the following are situated; Mintumæ, Cannæ, Thrasymenus Lacus, Trebia, Agrigentum, Hamburg, Frankfort sur Maine, Bussora, Bagdad, Lucknow, Allahabad, Cochin, Madura, and Cashmere.

5. Give the boundaries of Asia Minor, India, Persia, France, and Austria.
6. Divide 137£ 15*s.* 9¼*d.* by 3£ 7*s.* 2*d*½.
7. Add together ½, ⅔, $\frac{7}{10}$ and $\frac{8}{15}$.
8. Correct the bad spelling in the following words, and give their significations.

Partecipute, agravation, engagment, offerred, insurection, stiffle, disemble, eklipse, collegue and acter.

9. If 5 men reap 4 acres in 3 days; how many days, &c. will 8 men require, to reap 4 acres?

4TH CLASS.

LOCKE.

Q. 5. Define knowledge; and explain the different species.

A. 5. Knowledge is the perception of the agreement or disagreement of ideas. It is of *three* sorts. 1st Intuitive, 2ndly Demonstrative, 3rdly Sensitive. 1st. Intuitive knowledge is, when the agreement or disagreement of any two ideas is perceived at one glance of the mind; as when I say that white is not black, I see at once that the ideas of white and black disagree. 2ndly. Demonstrative is when the agreement or disagreement of two ideas is not perceived by juxta-position as in the first case; but we require a supply of intermediate links in order to render their agreement or disagreement clear. For instance, this proposition, "that the three angles of a triangle are together equal to two right angles" is perfectly true; but in order to perceive clearly the equality between these two ideas, we require, as it is given in Euclid, a certain number of intermediate steps so arranged that any contiguous two taken together form a proposition of the 1st kind. 3rdly. The knowledge we have of objects is through sensation.

Q. 6. Show what knowledge we have of the Deity, and prove it is not innate.

A. 6. Our knowledge of the Deity is demonstrative. We have an intuitive knowledge of our own existence, and we know that we have not created ourselves. It is highly irreconcilable to our reason to suppose that pure nothing has produced us, and therefore there must have existed something prior to our own existence and the existence of any thing that had a beginning. This something must be cogitative, since matter is no more capable to produce a mind than pure nothing is. This cogitative being must be eternal, almighty, and infinitely wise and good, since we see works of power, wisdom, and goodness, around us on an immense scale.

Our idea of the Deity being thus derived from demonstration, it is of course not innate.

POLITICAL ECONOMY.

Q. 3. Show the necessity of a representative of value; and trace the progress of coinage.

A. 3. Without a representative of value the process of exchange would be extremely difficult and doubtful. Suppose a man has a sheep and is in want of salt, he must in the first place, find out one that has salt to part with and is in want of a sheep, which is by no means an ordinary occurrence. If he were fortunate enough to come in the way of this man, then he must exchange salt *to the full value of the animal*, although only *a small quantity* would answer his purpose. Hence the necessity of a general representative of value. Nothing is better adapted to this end than the metals, silver and gold. They are indestructible; and capable of being divided into a great number of parts and united again without any loss;—and therefore fitted to serve as the instruments of commerce.

At first we have reason to suppose that these were circulated in small bars: but this involved *two* great inconveniences. Every time a poor man had occasion to buy any thing, the bit of metal that he had to pay with, was to be *assayed* and *weighed*. Of these operations the *former* being the more difficult they first dispensed with it, by fixing a sterling mark, which declared the *quality* of the metal. In process of time the necessity of weighing was done away with, by extending the impression over the whole piece.

Q. 4. Give the three ordinary constituent parts of price, and show how they are sometimes confounded.

A. 4. The component parts of the price of commodities are wages of labour, profits of stock, and rent of land. A carpenter who has a small quantity of stock of his own, may make chairs and tables and maintain himself during the time that he is at work by his own stock; and when he sells his goods he will get more than what would be sufficient to cover the expense of the materials and his ordinary wages. The surplus part forms the profit of his stock. But his profit and wages are sometimes confounded. If a landlord were to cultivate his land with his own stock, his gains would consist of all three, rent, profit, and wages.

Q. 9. Give the different opinions of Smith and Bentham respecting Projectors and Usury.

A. 9. Smith holds Projectors and Usurers in great contempt and classes them with prodigals. He looks upon them as the destroyers of capital, and consequently of the wealth of a nation. Besides the objections that are brought by Bentham, there are many parts of Smith's own book that go against this view of the case. He says that the wealth of a country is not affected by *prodigals even*, and therefore certainly not by Projectors and Usurers. He taxes Kings and Ministers with presumption in making sumptuary laws to restrain the prodigality of private individuals, and therefore according to Smith there is less reason for the Government to restrain Projectors and Usurers by laws, because they are not at least worse than prodigals. Bentham proves that whatever is now called *a known and established trade* was *once a speculation* in the head of a Projector;—and therefore to attempt to keep down Projectors is merely another way of shackling the feet of civilization and improvement. Besides supposing, a Projector fails. He by that means does not injure the nation at all; but stands as an example for them to follow or avoid. Bentham is of opinion that any Board, however intelligent, would not be able to discover what scheme is visionary and what not; and therefore the Government may with perfect safety trust to the private interests of the Projector and Usurer, to find out whether their plans are right or not.

Historical Questions.

Q. 1. Mention the circumstances, that paved the way for the Reformation.

A. 1. There were various circumstances that paved the way for the Reformation.

1st. During the 15th century the character of the Popes received a deep wound by the competition of two or three Popes, who were roaming about different parts of Europe, fawning upon Princes to procure assistance, and cursing their rivals. They lost so much of their former esteem, that a Council was assembled at Constance to take into consideration the affairs of the Popes and pass decision upon them. This surely brought down, considerably, their high pretensions to infallibility.

2ndly. The pontificates of Alexander and Julius brought the character of the Popes into disrepute. The former was notorious for his vices and was justly styled the Nero of modern days, and the latter was more distinguished by

the ambition and rapacity of a conqueror, than by those good qualities that belong to a teacher of religion.

3rdly. The heads of the church were principally the younger sons of the nobility; and their characters partook more of the licentiousness of nobles than of the strict discipline becoming a churchman.

4thly. The inferior clergy were not better in their morals than the heads of the church. They were profoundly ignorant of the religion that they were intended to teach; and they were allowed to lead a course of life too licentious to be mentioned.

5thly. During the dark ages, the commission of crimes, which are now followed by corporal punishment, were feebly checked by fines;—the civil magistrate possessing an authority extremely limited. The Court of Rome always vigilant to improve their wealth, applied this kind of jurisprudence to their own body. The clergy were fined and not punished corporally for any crime that they committed. They were permitted even to commit murder on the payment of a certain sum of money. To prevent any doubt on the part of the clergy, a book was published by the Roman Chancery specifying the particular sums of money to be levied for different species of crime.

Q. 10. Give an account of the abdication and death of Charles 5th.

A. 10. Charles Vth was fully convinced of the vanity of the world and took the wonderful resolution of abdicating his crown. In the Netherlands he assembled a meeting, before which he related briefly the prominent circumstances of his reign, and with a dignity becoming a great Philosopher resigned his crown. Soon after he arrived in Spain where he fixed his abode. In his retirement he amused himself by conversing with a few Gentlemen and Monks upon religious topics. He had a peculiar taste for Mechanics, and was not seldom engaged in making models of very curious and useful machines. It is said that he was for some time employed in making watches that should move at the *same rate*; and finding his skill was vainly spent in attempting to establish a uniformity of motion among them, he with great and sincere concern repented of his own folly, in having attempted to establish a uniformity of worship, and compel men to think similarly on abstruse religious subjects. In the following year the gout returned upon him with greater violence than ever, and completely impaired his fine understanding. He commenced to observe the severe discipline of the Monks, and perform such ceremonies as he supposed necessary to secure a safe passport through purgatory. One of these remarkable ceremonies was the celebration of *his own funeral*. He was placed in a coffin and the death songs were chanted, but such was the impression which his mind, enfeebled by age and disease, received, that he died shortly after.

Algebra.

Q——8.— In continued fractions shew that the successive converging fractions are alternately > and < the true value and find a measure of their convergency.

A——8.— Let $\frac{1}{2+\frac{1}{2+\frac{1}{2+}}}$ be a continued fraction we see that if we take $\frac{1}{2}$ we take too much, since a part of the denominator is left out, and if we take $\frac{1}{2+\frac{1}{2}}$ we have too little, since the denominator is greater than it ought to be.—

Q——11.— Solve the following equations:—

$$x\,y = a(x+y)$$

$$x\,z = b(x+z) \qquad x^{-3} + \frac{1}{x\sqrt{x}} = z$$

$$y\,z = c(y+z)$$

A——11.— $x\,y = ax + ay \therefore x\,y - ax = ay \therefore x(y-a) = ay$

$\therefore x = \frac{ay}{y-a}$ (1) ✓

$xz = b(x+z) = bx + bz \therefore xz - bx = bz \therefore x(z-b) = bz\,x =$

$z = \frac{bz}{z-b}$ (2) ✓.—

$yz = cy + cz \therefore yz - cy = cz \therefore y(z-c) = cz \therefore y =$

$\frac{cz}{z-c}$ (3) ✓

Now (1) and (2) are equal.—

$\frac{ay}{y-a} = \frac{bz}{z-b} \therefore ay(z-b) = bz(y-a) \therefore ayz - ayb =$

$bzy - bza\ y(az - ab - bz) = -bza\ a\ y(ab + bz - az)$

$= bza \therefore y = \frac{bza}{ab+bz-az}$ (m)

Now (m) and (3) are equal.—

$\frac{bza}{ab+bz-az} = \frac{cz}{z-c}$ or $\frac{ba}{ab+bz-az} = \frac{c}{z-c}$

$\therefore ba(z-c) = c(ab + bz - az)$

$baz - bac = cab + cbz - caz$

$\therefore\ bax + cax - cbx = cab + bac \therefore x(ba + ca - cb) = c$

$x = \frac{cab+bac}{ba+ca-cb} = \frac{2abc}{ab+ac-bc}$

$y = \frac{cx}{x-c} = \frac{cab+bac}{ba+ca-cb} \times c \div \frac{cab+bac}{ba+ca-cb} - c$

But $\frac{cab+bac}{ba+ca-cb} - c = \frac{cab+bac-cab+c^2a+c^2b}{ba+ca-cb}$

$y = \frac{c(cab+bac)}{ba+ca-cb} \times \frac{ba+ca-cb}{cab-c^2a+c^2b}$

$= \frac{cab+bac}{ab-ca+cb} = \frac{2abc}{ab+bc-ac}$

$x = \frac{bz}{z-b} = \frac{cab+bac}{ba+ca-cb} \times b \div \frac{cab+bac}{ba+ca-cb} - b$

$= \frac{b\{cab+bac\}}{ba+ca-cb} \div \frac{cab+bac-b^2a-bca+cb^2}{ba+ca-cb}$

$= \frac{b\{cab+bac\}}{ba+ca-cb} \times \frac{ba+ca-cb}{bac-b^2a+cb^2}$

$= \frac{cab+bac}{ac-ba+cb} = \frac{2abc}{ac+bc-ab}$.

$x^{-3} + \frac{1}{x\sqrt{x}} = 2$

$\frac{1}{x^3} + \frac{1}{x\sqrt{x}} = 2$

$x\sqrt{x} + x^3 = 2x^4\sqrt{x}$

$\sqrt{x} + x^2 = 2x^3\sqrt{x}$

$\sqrt{x}(1 - 2x^3) = -x^2$

$x(1 - 2x^3)^2 = x^4$

$(1 - 2x^3)^2 = x^3$

$1 - 4x^3 + 4x^6 = x^3$

$4x^6 - 5x^3 = -1$

Let $y = x^3$

$\therefore\ y^2 = x^6$

$4y^2 - 5y = -1$

$y^2 - \frac{5y}{4} = -\frac{1}{4}$

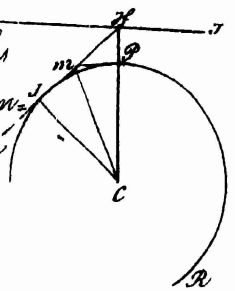
$y^2 - \frac{5y}{4} + \frac{25}{64} = -\frac{1}{4} + \frac{25}{64} = -\frac{16+25}{64} = \frac{9}{64}$

$y - \frac{5}{8} = \pm\sqrt{\frac{9}{64}} = \pm\frac{3}{8}$

$y = \frac{5}{8} \pm \frac{3}{8} = 1$ or $\frac{1}{4}$ { not finished }

Trigonometry

Q 10 - Given that the ∠ of depression to a Spectator on a mountain = 2°, 13'. 27" to find the Earths radius



A 10. Let J P R be the Earths surface P H the height of the mountain, H N the horizontal line of the spectator, H' J the remotest visible distance, ∴ N H H = ∠ of depression = 2°, 13' 27"

Let P m be horizontal at P and ∴ parallel to N H. Therefore ∠ N H m = H m P - known ∴ it is given -

∠ H P m is a right angle ∠ m H P is known -

Now in the triangle H m P given { H P = 3 miles; ∠ m H P -; ∠ H m P. -

Hence we may easily determine H m and m P -

Now since m is any point without the circle J P R and m P and m J are tangents to it at P and J these are equal to one another

Therefore H m + m P = H m + m J = H J known

In the right ∠ d triangle H C J the side H J + ∠ J H C + ∠ H J C are known, consequently we may find the value of J C — semidiameter of the earth which we suppose to be perfectly spherical

In △ H m P given H P = 3 miles

∠ H m P = 2° 13' 27"

$\therefore \angle m H P = 87° 46' 33''$.

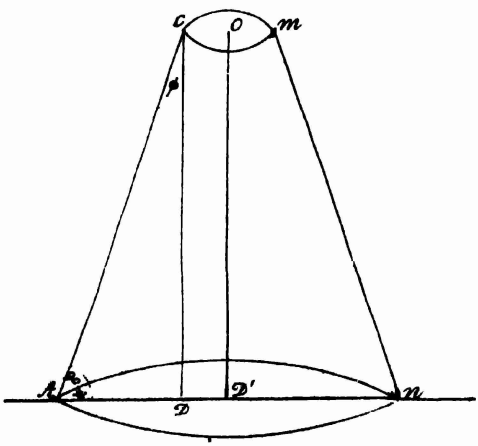
$\therefore \frac{H m}{H P} = \sec 87° 46' 33'' \therefore H m = H P \sec 87° 46' 33''$.

$\log H m = \log H P + L \sec 87° 46' 33'' - 10$

Hence $H m$ is known.

$m P = \sqrt{H m^2 - H P^2}$ is known. But $m P = m J \therefore H m + m J = H J$ is known and $\therefore$ from the solution of the $\Delta H J C$, $J C$ the Earth's radius can be found.

Q The $\angle$ that the sloping face (a) of a Tower makes with the vertical $= \phi$: to prove that the sloping face − the perpendicular height $= 2 a \sin^2(\frac{\phi}{2})$



Let $A C m N$ be the sloping tower, $C D$ its perpendicular height − given $A C = a$ = length of its sloping face

$\angle C A D = 90° - \phi$ = the inclination of it. face to the horizon

$\therefore \angle A C D = \phi \therefore \angle D$ is a right angle

$\frac{C D}{A C} = \cos \phi \therefore C D = A C \cos \phi$

$= A C . \{1 - 2 \sin^2 \frac{\phi}{2}$

$= A C - A C \, 2 \sin^2 \frac{\phi}{2}$

$\therefore A C - C D = A C - \{A C - A C \, 2 \sin^2 \frac{\phi}{2}\}$

$= A C - A C + A C \, 2 \sin^2 \frac{\phi}{2}$

$= 2 A C \sin^2 \frac{\phi}{2}$

$= 2 a \sin^2 \frac{\phi}{2}$

C. Runganathum Shastry Q.E.D

3d Class.

History.

Q. 4. Mention as many particulars respecting the Duke of Marlborough, as you remember.

A. 4. He was cool amidst dangers, and indefatigable in the cabinet; he first began with a Tory set of opinions, but he soon became a convert to Whiggism, as he saw that the Whigs were more faithful in carrying on the war against France; he carried on the war with the utmost alacrity, as it gratified not only his ambition but also his avarice, the only blot in his character; he was the greatest enemy to France that England ever produced since the fighting times of Cressy, Poictiers, and Agincourt; he fought the battles of Blenheim, Ramillies, Oudenard, and Malplaquet; but he was accused by Mr. Harley for bribery and corruption, and was divested of his office.

Q. 1. Give an account of the Duke of Monmouth's rebellion.

A. 1. The Duke of Monmouth, in the reign of Charles II., had been banished England; in consequence of which he went to Holland, whence he had been dismissed by William, Prince of Orange.—Upon the accession of James II, he made a descent on the Southern Coast, and being joined by a great number of the malcontents, he marched near the village of Sedgemore; the king in the mean time sent Lord Feversham and Lord Churchill, with an army, whose strength was little better than that of the Duke.—Monmouth was on the point of gaining the victory; but the misconduct of his and the cowardice of Lord Gray brought all to ruin.—He fled from the field of battle in disguise, but was discovered by means of blood hounds, in the most indigent situation; he was taken before his uncle, when he begged his life in the most abject submission; he even signed a paper in which he declared his illegitimacy; but the stern tyrant insisted on his being punished, and he was executed, pitied by all, and scarcely moved himself.

V. Sadagopah Charry.

Essay on History.

History may be compared with a teacher whose duty is to educate his pupils; so History teaches what is bad and what is good. When we take a retrospective view of any event in History and when we observe in it the conduct and manners of different nations, we become obliged to regulate and to rectify ours if they seem wrong and improper in any point of view. From their inexhaustible resources we derive many solid advantages, such as the acquaintance with the characters of different nations and with their laws, rights, property, and their manner of living. It inculcates how to behave towards our parents, our friends, our king: on the other hand, if there were no history, no nation in the world would acquire civilization in the least degree whatever; even no doubt they might seem to sink every day into barbarism. It is essentially necessary to a statesman and civilian to study attentively the history of different nations; for the information derived from such studies will in a great degree enable him to carry on the machine of government; a profound politician, a good civilian, in a word almost all men seem to be indebted to history.

Jaward Houssein.

Natural Philosophy.

Q. Explain the construction and use of the Thermometer.

A. The Thermometer is an instrument showing the apparent temperature of bodies. It is constructed on the well known principle that all bodies expand by heat and contract by the want of heat. The process of filling a Thermometer is a very nice one. The Thermometer consists of a glass tube

of very small bore, with a bulb. A flame is applied at the open end of the tube, and thus the air in the tube is rarified to a great degree—then the tube is immersed with the open end in the mercury, the coldness of which condenses the air, and the liquid introduces itself into the tube. The tube is now reversed and a flame applied to the bulb, so that the mercury rises to the top and expels the air from the tube; the bore is now closed by the application of the flame of a blow-pipe. Newton is said to have been the first Philosopher that ever thought of the Thermometer and the principles upon which it is constructed. The three Thermometers in use are Farenheit's, the Centigrade, and Reaumur's. Farenheit's is used among the English. In Farenheit's the space between the invariable points, that is the points to which the mercury rises when immersed in boiling water, and melting ice, is divided into 180°. In the Centigrade it is divided into 100° and in Reaumur's into 80°. In Farenheit's the graduation begins from 32° below the freezing point, because the mercury was seen to fall to that height, when immersed in a mixture of salt and ice. The Thermometer is so exact in its indications, that it is sometimes used in measuring the heights of mountains.

P. THENATHIALOO NAIDOO.

Arithmetic and Algebra

Q 1 Prove the rules for the $\times^n$ and $\div^r$ of Decimals

A 1.– Let m be a decimal containing q decimal places. Then m may be represented by a fraction whose numerator = m (when decimal pl is omitted) and whose denominator = equal that power of ten the index of which = number of decimal places in the decimal –

$\therefore$ Decimal $m = \frac{m}{10^q}$ similarly Decimal $n = \frac{n}{10^p}$

$\therefore$ Decimal $(m \times n) = \frac{m}{10^q} \times \frac{n}{10^p} = \frac{mn}{10^{q+p}}$

Now in any Fraction, whose denominator is some power of ten we are to mark off so many decimal places in the numerator as are = to the index of 10 in the Denominator –

$\therefore$ in $\frac{mn}{10^{q+p}}$ we are to mark off $(q+p)$ decimal places; but $(q+p)$ = the number of decimal places in m and n $\therefore$ in multiplying decimal m and decimal n we are to mark off so many places in the product as are = to the sum of the decimal places in m and n v e in the multiplicand and multiplyer Hence we derive the rule in decimals –

We proved that Decimal m and $n = \frac{m}{10^q}$ and $\frac{n}{10^p}$ respectively

$\therefore \frac{m}{n} = \frac{m}{10^q} \div \frac{n}{10^p} = \frac{m}{10^q} \times \frac{10^p}{n} = \frac{m}{n} \times \frac{10^p}{10^q} = \frac{m}{n} \times \frac{1}{10^{q-p}}$.

Now if $q > p$ then $\frac{m}{n} = \frac{m}{n \times 10^{q-p}}$

If $q = p$ then $\frac{m}{n} = \frac{m}{n}$

If $q < p$ then we have to mark off minus decimal places – $\therefore q$ can never be less than p for if it be, add naughts till $p = q$ –

Hence the Rule in dividing one decimal by another; in the quotient, mark off as many decimal places as is = to the difference of the decimal places in the Dividend and Divisor

Q 6 Find the sums and difference of $\left(\frac{x}{a} + \frac{a}{x}\right) \times \left(\frac{y}{b} + \frac{b}{y}\right)$ and $\left(\frac{x}{a} - \frac{a}{x}\right) \times \left(\frac{y}{b} - \frac{b}{y}\right)$.

A 6 – $\left(\frac{x}{a} + \frac{a}{x}\right) \times \left(\frac{y}{b} + \frac{b}{y}\right) + \frac{x}{a} - \frac{a}{x}\left(\frac{y}{b} - \frac{b}{y}\right) =$

$\frac{xy}{ab} + \frac{ax}{by} + \frac{by}{ax} + \frac{ab}{xy} + \frac{xy}{ab} - \frac{xb}{ay} - \frac{ay}{xb} + \frac{ab}{xy}$

$= 2\left\{\frac{xy}{ab} + \frac{ab}{xy}\right\} = 2\,\frac{x^2y^2 + a^2b^2}{abxy}$

$\left(\frac{x}{a} + \frac{a}{x}\right)\left(\frac{y}{b} + \frac{b}{y}\right) - \left(\frac{x}{a} - \frac{a}{x}\right)\left(\frac{y}{b} - \frac{b}{y}\right) =$

$\frac{xy}{ab} + \frac{ay}{bx} + \frac{bx}{ay} + \frac{ab}{xy} - \frac{xy}{ab} + \frac{ay}{xb} + \frac{bx}{ay} - \frac{ab}{xy}$

$= 2\left\{\frac{ay}{bx} + \frac{bx}{ay}\right\} = 2\,\frac{a^2y^2 + b^2x^2}{abxy}$

Q 11 Solve the following equations

$2^{nd}\ \sqrt{x+9} = 1 + \sqrt{x}$

$4^{th}\ ax^2 - 2ab^{\frac{1}{2}}x = bx^2 - ab$

A 11 2^{nd} equations

$\sqrt{x+9} = 1 + \sqrt{x}$

$x + 9 = 1 + x + 2\sqrt{x}$

$2\sqrt{x} = 8$

$4x = 64$

$x = \frac{64}{4} = 16$

4^{th} Equation

$ax^2 - 2ab^{\frac{1}{2}}x = bx^2 - ab$

$ax^2 - bx^2 - 2ab^{\frac{1}{2}}x = -ab$

$x^2\{a - by\} - 2ab^{\frac{1}{2}}x = -ab$

$x^2 - \frac{2ab^{\frac{1}{2}}}{a-b}x = -\frac{ab}{a-b}$

$x^2 - \frac{2ab^{\frac{1}{2}}}{a-b}x + \frac{a^2b}{a^2-2ab+b^2} = \frac{a^2b}{a^2-2ab+b^2} - \frac{ab}{a-b}$

$= \frac{a^2b - a^2b + ab^2}{a^2-2ab+b^2} = \frac{ab^2}{a^2-2ab+b^2}$

$x - \frac{ab^{\frac{1}{2}}}{a-b} = \pm\frac{a^{\frac{1}{2}}b}{a-b}$

$x = \frac{ab^{\frac{1}{2}} \pm a^{\frac{1}{2}}b}{a-b} = \frac{a^{\frac{1}{2}}b^{\frac{1}{2}}\{a^{\frac{1}{2}} \pm b^{\frac{1}{2}}\}}{a-b}$

Q 12 Divide the quantity a into 2 parts so that the sum of their square roots may be $b^{\frac{1}{2}}$

A 12 Let x = the one part $\therefore a - x$ = the other

$\sqrt{x} + \sqrt{a-x} = \sqrt{a}$

$x + a - x + 2\sqrt{a-x}\,\sqrt{x} = b$

$2\sqrt{a(a-x)x} = b - a$

$4(ax - x^2) = b^2 - 2ab + a^2$

$x^2 - ax = \frac{-a^2 - b^2 + 2ab}{4}$

$x^2 - ax + \frac{a^2}{4} = \frac{a^2 - a^2 - b^2 + 2ab}{4} = \frac{2ab - b^2}{4}$

$x - \frac{a}{2} = \pm\frac{\sqrt{2ab - b^2}}{2} \therefore x = \frac{a \pm \sqrt{2ab - b^2}}{2}$

Y Sadagopah Chary

E.

Scheme for the project of a Medical Class in the Madras University.

The Board of Governors of the Madras University have the honor to submit to the consideration of the Right Honorable the Governor in Council, the project of a Collegiate Class in the Faculty of Medicine, to be attached to that Institution.

With this view they have thought it most expedient to draw up at once, a series of practical rules for the formation—instruction—and discipline of the proposed Class,—as best exemplifying how far that project is feasible; although they are sensible that these Rules will require modification according to unforeseen circumstances. But these Rules may serve by way of guidance at least, in the commencement of the undertaking; the Board feeling as they do, that nothing can tend more to facilitate their proceedings towards this object, than a set scheme on which they may be prepared to act.

In the construction of this scheme of Rules, the Board have availed themselves mainly of the assistance of their colleague Mr. Wylie, who, in the preparation of the ample materials for this purpose, has consulted with other Members of the profession, engaged in the medical instruction of pupils, and particularly with Mr. Harding. It may be hoped, therefore, that the plan proposed may prove sound and practicable.

One object prominently kept in view has been to amalgamate the present Medical School for pupils in the subordinate Medical Service, with the proposed Medical Class. Such a design has appeared by no means incompatible with the ultimate superior aim of the proposed Collegiate Department,—nor has any difficulty been experienced in so arranging the scheme of instruction as to admit of such an amalgamation. Indeed it may be expected that the adoption of such a scope in the Rules may prove advantageous as well to the Professional Students as to the Medical Subordinate Servants. It is hardly to be presumed, in the present state of native feelings, that more than a few solitary examples will be shown of respectable Native youths undertaking a full Professional Medical Education with a view to superior public practice, and a corresponding eminent station in Native Society. But by holding forth the means; partially at the public expense, through signal exertion and at a small pecuniary sacrifice to Pupils of that rank of life to whom, ordinarily, the inferior Medical Service would be a befitting source of livelihood, it may be hoped that the ambition of some may be attracted to higher efforts. Nor have instances been wanting to justify such expectations. It is within the knowledge of the Board that a young man named Wilmot went through a complete course of instruction in the present Medical School,—entirely at his own charge. Though he was at the same time endeavouring to qualify himself as a Civil Engineer, he was most exemplary and regular in his attendance, and attained a more than ordinary degree of proficiency. At the end of the course, he applied for admission into the Public Service, but the Regulations of Government precluded the possibility of a compliance with his request.

In the meanwhile, by attaching the Pupils of the Medical School for the Public Service to a Collegiate Department in which the course of instruction is directed towards attainments of a superior professional order, it seems reasonable to trust that both the efficiency and the social responsibility of the subordinate Medical Service may be advanced.

The success attained at Calcutta in inducing some Native youths of respectability to pass through a thorough course of Medical instruction, inclusive of the essential department of Anatomy and human dissections, holds out encouragement that similar triumphs over misconceptions and vain prejudices may be won in this Presidency. The beneficial results of introducing among the Native public a class of Medical Practitioners qualified by a com-

petent Medical Education, are so great, that the Governors will consider it an object deserving their peculiar attention, should the proposed Collegiate Department in the Faculty of Medicine be established.

They are inclined to think that the prosperous course in life of which such eminent professional qualifications hold out the promise, will not be without its influence among the Natives of the higher orders; an influence which a very few examples would, of course, powerfully enforce.

The full course of professional education and exercises, to qualify, according to the proposed Rules, a Native Candidate for the degree of a "*Master in Medicine*" imposes requisitions which are certainly very high. They might possibly be thought too high if it was not provided that a license to practise and a testimonial of qualification, should be attained through the lower degree of a "*Licentiate in Medicine.*"

But it appears to the Board advisable to hold out every inducement of honor and reputation to those who are disposed to acquire such distinction by superior learning and professional eminence,—and that there should be no other limit to the educational progress of the Students, than the means of affording instruction. The literary requisitions, even of the highest quality, for admission of Natives as Students in the Medical Class, are such as may be attained, in an ordinary course of education, by the age of 16 to 18—those of the lowest quality may be attained at that age by youths of the lower orders without difficulty. The whole course of instruction and exercise to qualify a Candidate as a "Master in Medicine" may be gone through, without extraordinary exertion, by the age of 22 to 24 years. The degree of a Licentiate in Medicine may be gained without any difficulty by the age of 21.

The extent of educational qualification, preliminary to admission to the Medical Class,—is a subject on which much difference of opinion exists in Europe. Admitting that a knowledge of the ancient classics, and of some sciences having a collateral connection with the faculty of medicine, tend in an important degree, to facilitate the successful prosecution of medical studies,—and that such a competent preliminary knowledge may even be attainable by Students in India,—yet the Board can by no means regard such knowledge as indispensable. The highest scale of education contemplated by the system of instruction at the High School,—or imparted by other Scholastic Institutions existing in Madras,—the Board consider as amply sufficient to qualify a Student who may enter the Class with a view to the highest degree proposed to be conferred.

And although the Board are of opinion that some definite standard of preliminary education must be fixed for the admission of all Students, they are not disposed to exact (except when the highest Medical Degree is aimed at) a higher test than,

1st. That they should be well versed in English Grammar, and competent to write fluently and correctly from dictation.

2ndly. That they should have a general knowledge of Arithmetic, Geography, General History, and the Elements of Natural Philosophy.

With reference to these preliminary educational qualifications, the Board would fix the age for admission at not less than 16.

The Rules have been framed with reference to the requisite attendance of all Students (whether destined for the public subordinate service—or otherwise) at the Hospitals. The present system of the medical education of the Government Pupils provides for such attendance both for the purpose of their becoming versed in the preparatory duty of dispensing medicines, and ultimately for Clinical observations; the Pupils being from their first entertainment in the service appointed to do duty in Hospitals at the various outstations,—and those under instruction at the present Medical School, being uniformly attached to Hospitals and Medical Institutions at the Presidency. The hours, and the system of instruction, are adapted to a consideration of the distance of the School house, (where the Lectures and Exercises are held)

and so as to obviate too great an interruption to the domestic habits and comforts of the Students. The limitation of the Lectures to two subjects only, for the first two years, while it appears in itself an advantageous arrangement will, by admitting the assignment of *alternate days* to each subject, have the effect of lessening the period of daily attendance for the mere purpose of Lectures, and of affording a more lengthened opportunity in the forenoons, for practical occupations, and in the afternoons, for the customary attendance at that period, at the Hospitals. The Students of the junior division, whose instruction is chiefly rudimental during the first two years, could be most conveniently attached to the more distant Hospitals, where Native sick, only, are admitted; while the senior division might be attached to the General and European Regimental Hospitals in the immediate vicinity of the School house, where more facilities and advantages would be afforded them for the observation of disease, while engaged in studies on this subject,—and also for clinical instruction proposed for the latter period of the medical course. The Rules in the mean time provide that the Medical Authorities shall lay down expedient regulations for attendance at Hospitals.

The Board will not affect to disguise from the consideration of Government their opinion that for many years to come, considerable pecuniary aid will be requisite in the way of incentive to Students in this faculty, independently of those honorary prizes which it is the policy of even European Institutions of this quality to found. The Board are by no means friendly to the stimulus of pecuniary rewards—and still less so to eleemosynary instruction. But they feel that, with respect to the introduction of professional education in this faculty, by a new and laborious course to which the minds and sensibilities of the Natives are averse, some powerful incentive of this nature is absolutely and peculiarly essential. Exhibitions, or Scholarships, varying in value, and superior titles to special appointments of a Civil nature that may hereafter be devised—according to the exertions and scale of qualifications manifested by the Students, the Board consider to be among the most legitimate rewards of successful emulation. Any pecuniary reward on the attainment of particular grades, need not be fixed so high as to occasion any serious charge on the public funds; but they will form immediate inducements for exertion, and even afford means for the further prosecution of studies continually increasing in usefulness. The distinction of honorary medals, to be rarely and scrutinously awarded, needs no reasons for recommendation.

The Board submit this Prospectus of the first formation of a Collegiate Class in the Madras University, with some anxiety to the consideration of Government. They have prepared it with much thought and deliberation. They have had in view the framing of a model which, in its outline, might serve as a guide in forming and regulating Classes in other Professional or Scientific Departments. They have also ventured to contemplate some practical improvement in the efficiency of an important branch of the Public Service.

(By order of the Board of Governors.)

PETER POPE,
SECRETARY.

Madras, 8th January 1842.

RULES for the formation and government of a Medical College in the Madras University.

1. The Medical College shall be under the government of a Council composed of the President and one or more Members of the Committee of Education, the Principal of the University, and the Master and Professors

of the College, and, until such Council shall be formed, under such Functionaries as Government shall be pleased to appoint.

2. The Council shall have the regulation of all matters connected with the admission of Students, and with the internal economy and discipline of the College.

3. Candidates for Matriculation to present themselves before the Council on the second Monday of January of each year. The test for Matriculation shall be a certificate of the Candidate not being under 16 years of age, and the possession of the testimonial of a "Proficient" of the Madras High School, or, if a Pupil of other Scholastic Institutions, a Certificate of having passed an examination before any Board of Public Examiners which may be appointed by Government, in English Grammar and Composition; in writing English from dictation; in Arithmetic, in Geography and General History, and in the Elements of Natural Philosophy.

4. Candidates having satisfied the Council on the foregoing points, shall be enrolled as "Students of the Medical College," to whom two grades of qualification will be open, viz. that of "*Licentiate in Medicine*" and "*Master in Medicine.*"

5. The Students of the College will be distinguished as "Junior Students" and "Senior Students," the former to comprise those of less than two years standing, (with exceptions as hereafter provided), and the latter, all above that period.

6. A primary examination of "Junior Students" who have completed two years' study, will be held on the 2d Monday of December in each year, for transfer to the superior grade, of those found qualified to become "Senior Students," and on the 3d Monday of December of the same year a plenary examination will be held of all Senior Students who have completed four years' study, and who are not under 21 years of age, for the selection of such as may be found competent to enter on the practice of the profession, who shall be designated "Licentiates in Medicine." In like manner, an annual examination will be held of Candidates to become "Masters in Medicine."

7. The examinations for the grades of "Licentiate" and "Master in Medicine" shall be conducted by a Board to be appointed by Government.

8. There shall be four Professors in the Medical College, (one of whom to exercise the functions of Master of the College) and each shall preside over a Department to be hereafter specified; together with a Curator, and a Demonstrator, and a Native Assistant Demonstrator: these latter Officers being selected, in the first instance, from the subordinate Medical Service of Government.

9. The Professors shall deliver Lectures on the following subjects, viz., on

Chemistry and Materia Medica.
Anatomy and Physiology.
Surgery and
Practice of Medicine.

One course of Lectures will be delivered in each year on the following subjects, viz.

No. 1.	Chemistry, on alternate days	from	15th Jany.	to 15th June.
	Materia Medica	ditto	15th July	to 15th Decr.
No. 2.	Anatomy and Physiology,	ditto	15th Jany.	to 15th Decr.
No. 3.	Surgery,	ditto	15th Jany.	to 15th Decr.
No. 4.	Practice of Medicine	ditto	15th Jany.	to 15th Decr.

The hours of Lecture for Nos. 1 and 2 will be from 12 to 1 P. M. and for Nos. 3 and 4 from 11 to 12 A. M.

Demonstrations, Dissections and Exercises in Practical Chemistry will be conducted before the hour of Lecture.

The vacations shall be from 15th June to 15th July, and from 15th December to 15th January.

10. The attendance of Students at the Medical College, with a view to at-

taining the grade of a Licentiate, shall embrace a period of not less than four years, and two courses of Lectures on each of the above subjects, with two or more courses of dissections; and according to the following sequence;

1st year—Chemistry.
" Materia Medica, with the Elements of Botany.
" Anatomy and Physiology.
2nd year—Chemistry.
" Materia Medica,
" Anatomy, &c, with Dissections.
3rd year—Surgery, } with clinical instruction.
" Practice of Medicine, }
4th year—Surgery, } Do.
" Practice of Medicine, }

Courses of Lectures on Midwifery and Medical Jurisprudence, also, will be given during the 3rd and 4th years of study, and the exercises in practical Anatomy will be continued during the same seasons.

11. The primary examination of "Junior Students" shall comprise the subjects of the two first years lectures, and their proficiency shall be further determined by the following exercises, viz.

"Chemistry, by experiment, and questions to be answered in writing.

"Materia Medica, by the identification of specimens; together with the preparations of pharmaceutical compounds.

"Anatomy, by demonstration on the dead subject.

Any Student who may fail to qualify by the end of the third year as a Senior Student, shall, with the sanction of the Council, be removed from the Medical Classes.

Exhibitions (the value of which to be determined hereafter) for a period not exceeding two years, and Prizes of Books shall be held out as objects of competition to such qualified Junior Students as shall have evinced, during the whole course of previous study, unusual assiduity and superior acquirement. In determining the comparative claims of the competitors for these honors, due weight shall be allowed to a Register of Merit, exhibiting the average proficiency and general behaviour of the Students during the two previous years. Honorary testimonials will be granted on the attainment of an Exhibition, and to all others qualified to become "Senior Students" a certificate of comparative proficiency will be given.

12. The plenary examination of Candidates for the grade of "Licentiate in Medicine" shall comprise the subject of all the four years' Lectures; a proficiency in those, more particularly, of the last two years, being also determined by the following exercises, viz.

"The Student will be furnished with histories, or opening statements, of two cases of disease, in order that he may state, in reply,

The name of the disease and its diagnosis;

Its cause, and explanation of symptoms; the indications of cure, and

The remedies to be employed, with formulæ of prescriptions.

"He shall also perform surgical operations on the dead subject.

Any "Senior Student" who may fail to pass the plenary examination at the end of the second year shall be allowed to continue his attendance at the Classes for a third year; and if not then found qualified to become a "Licentiate" he shall be removed, unless the Council deem it expedient, on special occasions, to extend that period. Two Medals, one of gold and the other of silver, and Exhibitions (the value and duration of which to be fixed hereafter) shall form the subjects of competition for the highest degree of proficiency in the plenary examination. In determining the qualifications of the Candidates for these honors, due weight shall be allowed to the Register of Merit of the last two years, as in the former examination. Honorary testimonials will be granted on the acquisition of Medals, or Exhibitions, and certificates of qualification, signed by the Examiners and Professors of the College, will be given to all "Licentiates in Medicine."

N. B. It shall be competent to private individuals to endow Exhibitions, the nomination to which shall be determined by public competition.

13. To obtain the degree of "Master in Medicine" the Candidate shall produce his testimonial of being a "Licentiate in Medicine."

"He shall produce a certificate of having conducted not less than six labours, and of having attended the practice of the Eye Infirmary not less than six months.

"He must also have attended both the Medical and Surgical practice of the European and Native Wards of the General Hospital, for the space of one year subsequent to the attainment of the grade of Licentiate; and have treated and recorded, under the supervision of the Surgeon of the Hospital, a certain number of cases of disease, to be especially illustrated by pathological observations after each Clinical report.

"He shall perform such of the capital operations of Surgery on the dead subject as may be required. He must also submit, and defend, an Essay in English on one or more of the diseases prevalent in tropical climates, and be otherwise prepared for examination upon any of the subjects of previous study.

"Masters in Medicine" will receive a Diploma, engrossed on parchment, under the Seal of the University and the signatures of the Council and of the Public Examiners appointed by Government,—and a Gold Medal, Books, or Money (value to be determined on hereafter) will be awarded to the author of the best "Clinical Report" or "Essay," if in the opinion of the Examiners sufficient merit be evinced.

14. The Council in communication with "the Medical Board," shall prescribe Rules for the attendance at Hospitals, and other Medical Institutions, of all Students and Licentiates; and the privilege of admission to all or any of the Lectures and Exercises at the College, will be granted to "Licentiates" qualifying to become "Masters in Medicine."

15. Students on entering the respective divisions will be required to furnish themselves with the following Class Books of the Medical College, or such others as the Council may direct, viz.

Junior Students: the Manual of Chemistry
„ Conspectus of the Pharmacopœias and
„ Manual of Anatomy.
Senior Students: the Manual of Surgery and
„ Elements of Practical Medicine.

(By order of the Board of Governors.)

PETER POPE,
SECRETARY.

F.

Minute by Colonel Sim on the formation of a School for Civil Engineering.

1. Of the several Institutions for the encouragement of education and the dissemination of useful knowledge among the people of this Presidency, proposed to be engrafted on the Madras University, there is perhaps none which is more urgently required, or the practical benefits of which are likely to be sooner realized, than a School for Civil Engineering. The advantages of such an Establishment are briefly adverted to in Lord Elphinstone's eloquent address on the opening of the University at the College Hall.

2. The nature of the climate requires the extensive use of artificial irrigation, without which many of the most valuable necessaries, and nearly all the luxuries of life cannot be grown, and lands which enjoy the advantage of irrigation usually yield fourfold more than those which depend on the precarious rains,—while their produce is at the same time much less subject to

injury and destruction from droughts, the great scourge of India, and the worst impediment to its growing prosperity.

3. The rains are confined mostly to the short periods of the North East, and South West Monsoons, when they are very heavy and much more abundant than the wants of the Country require, and during the other seasons of the year very little rain generally falls, but long continued droughts prevail, when the crops are almost entirely dependent for nourishment on artificial irrigation. It has in consequence been the practice from time immemorial to store up a portion of the surplus waters of the Monsoon rains by means of artificial reservoirs; for use during the hot and dry months. The great attention and labours of the Native Powers for the attainment of this important object appear to have been unremitting as is evidenced by the numerous Tanks and Canals dispersed over the face of the Country,—and it is matter of just reproach that so little has been done to improve and extend these works since India came under British rule. The operations of the English Government in this respect would almost seem to have been limited by the selfish principle of keeping in repair the works which they found in existence, and which were necessary for the preservation of the public revenue.

4. It will, on reflection, appear surprising that with all the resources of a powerful and settled Government; during nearly half a century of peace, so little should have been done to encourage the arts and manufactures, and ameliorate the condition of the people, by the extension of works of public utility, and by the improvement of internal roads and communications, without which, both the moral and physical improvement of the Country must continue slow and uncertain. Scarcely a new reservoir of any magnitude has been constructed, and many of the old have been allowed to fall to decay; while the state of the roads in the interior and even within a few miles of the Presidency scarcely gives indication of a civilized Government.

5. This has not arisen from apathy or indifference on the part of Government. On the contrary an anxious desire has generally been manifested to promote every well digested project for the benefit of the Country and people, but the benevolent intentions of Government have been retarded and often frustrated by the impracticability of procuring properly qualified Agents to carry their plans into effect. Valuable undertakings have failed through the carelessness or ignorance of those to whom it was necessary to entrust their execution, and such failures have naturally occasioned disappointment and an unwillingness on the part of Government to risk the misappropriation of the public funds in the prosecution of projects which so often had failed to realize the full measure of benefit promised from them.

6. European superintendence, even if it were procurable to the desired extent, is far too expensive for many of the subordinate duties in the Civil Engineer's Department, and the heat and unhealthiness of the climate are uncongenial to the beneficial employment of Europeans in many parts of the Country. In this, as in all other Institutions for the improvement of India, our chief reliance must be placed on Native agency, and it is perhaps fortunate that it should be so, for it constitutes the surest hope of the gradual amelioration of the people, by connecting indissolubly their useful and profitable employment with the prosperity of the Country.

7. It is therefore an object of national importance to afford the Native population every facility to qualify themselves for that superior class of public duties which they alone can adequately fulfil. There is no deficiency of talent or ability in the Native character; on the contrary, whenever they have been tried, they have shewn much aptitude and quickness in the acquisition of knowledge and science; and of their eagerness to improve and qualify themselves for public employment, the best proof is found in the numbers of all ages, and from distant parts, who attend the several Educational Institutions within their reach.

8. The necessity of possessing a class of Native Servants to assist Engineers and Surveyors, was felt and acknowledged at an early period, and a School

for the instruction of a small number of youths, chiefly Indo Britons, has been supported by Government for the last forty years. It was first attached to the Observatory, and for the last twenty years has been under the management of the Board of Revenue, and superintended by their Engineer Secretary. This School has produced a number of useful and intelligent Surveyors, some of whom would not suffer from a comparison with the same class of servants in Europe.

9. The numbers in this School have, on account of the expense and the want of Teachers, been limited to what is absolutely necessary for the public service, and it is now found difficult to afford time for their proper instruction without interfering with the other duties of the Office, and it has lately been determined to discontinue it as soon as the instruction of the present Pupils is completed, in order to relieve the Department of Public Works from an inconvenient duty,—and also under the expectation that the excellent public and private Schools lately established at the Presidency, will hereafter supply young men sufficiently well educated, after some practical instruction in Surveying and Drawing, to take the place of those who have, till now, been instructed at the public expense.

10. The present seems therefore a favorable time, and the Madras University affords many facilities for the establishment of an Institution in which Civil Engineering in all its several branches shall be taught on better arranged and more systematic principles than has hitherto been practicable—which shall be open to all who may choose to qualify themselves for admission into it. The Government School is about to be abolished, and the public and private Seminaries at the Presidency are educating young men, chiefly the Sons of Europeans and of Indo Britons, while the Madras University, tho' open to all, is instructing youths of the better class of the Native population, from among whom there is no doubt that a sufficient number of Candidates will be found possessed of the requisite previous qualifications, and anxious to enter into an Institution which opens a path for future profitable and useful employment.

11. The advantages of the education proposed to be given are incalculable in a Country like India, where a knowledge of the Mechanical and Hydraulical Sciences would be so extensively useful and widely applicable. Its benefits would not be confined to those who might afterwards obtain employment in the Civil Engineer's Department, for there is scarcely a Native Officer in the Revenue branch who would not find it on many occasions very useful in the performance of his duties, and it is hoped that it would often prove advantageous to, and originate, undertakings and speculations on the part of individuals and public bodies, the nearly total absence of which at present is so injurious to India.

12. On the grounds and reasons now briefly adverted to, it is proposed to attach to the Madras University a College for Civil Engineers on the following plan.

Rules for the formation and government of a College of Engineers in the Madras University.

1. The College of Engineers shall be under the government of a Council composed of the President and one or more of the Board or Committee of Public Education, of the Principal of the Collegiate Department of the University, the Chief Engineer of Madras for the time being, and the Professor of the College; and in the mean time and until such Council shall be formed, it shall be under the management of such Functionaries as Government shall appoint.

2. The Council shall have the regulation and control of all matters connected with the admission of Students, and with the internal economy and discipline of the College.

3. The Students shall receive instruction in pure Mathematics, in the

principles of Mechanics, in Hydrostatics and Hydraulics, in Surveying, Levelling and Drawing, in Practical Mechanics and Practical Engineering in all its branches, in Chemistry, and in Geology.

4. Candidates of every class and denomination shall be admissible who are possessed of either of the two following qualifications, viz. 1st, the Degree of a Proficient of the Madras High School—or, 2ndly, a Certificate of having passed satisfactorily an examination before any Board of Public Examiners to be appointed by Government, in English Grammar and Composition, in writing English from dictation, in Geography and General History, in Algebra as far as quadratic and cubic Equations, in the four first Books of Euclid, and in the use of Logarithms.

5. Candidates upon their admission by the Council shall be enrolled under the denomination of "Students," to whom the Collegiate Degree of a "*Graduate in Engineering*" shall be open.

6. The tuitional establishment shall consist of a Professor, and of two Native Assistants who shall, in addition to other acquirements, be good practical Surveyors and Draughtsmen.

7. There shall be two courses of Lectures and of Examination of Exercises, on alternate days (to be fixed by the Council,) in each year—one course for the Students who have not passed their primary examination, and one for those who have passed it. There shall be two days in each week (vacations excepted) for Lectures and Examinations of Exercises for each of the above classes of Students. The hours of attendance, and the quality of the Lectures and Exercises, shall be arranged by the Professor, subject to the control of the Council.

8. A primary examination shall be held on the 1st Monday of December in each year, with a view to transfer into the superior class of Students; and no Student shall be admissible to the primary examination who has not received a Certificate from the Professor of his having fully attended fifty days at least, of Lectures and Exercises, and of having evinced diligence in his studies and made satisfactory progress.

9. A plenary examination shall be held on the 2d Monday of December in each year; and all Students receiving a Certificate of having passed such examination satisfactorily, and of their having also previously passed the primary examination, and of their having fully attended fifty days of Lectures and Exercises in the superior class, and of having acquired a competent knowledge of the principles of Civil Engineering, shall be entitled to the Diploma, under the Seal of the University, of a "Graduate in Civil Engineering."

10. The plenary examination shall be held before a Board consisting of the Professor, assisted by one or more professional Officers, as the Board of Education may select or Government appoint.

11. The Students, until they shall have passed their primary examination, shall be distinguished as "Junior Students," and afterwards, until they shall have passed their plenary examination, as "Senior Students."

12. At the several examinations, Prizes of Instruments and of Books shall be awarded to the most deserving Students upon the Testimonials of the Examiners; and a Gold Medal shall be the object of competition for the highest degree of proficiency evinced at the plenary examination; to be awarded on the like Testimonial.

13. It shall be competent to private individuals to endow Exhibitions, and the nomination to such Exhibitions, as well as to any which may be endowed by Government, shall be determined upon public competition.

14. The Junior Students shall pay a fee of 30 Rupees and all Senior Students a fee of 40 Rupees per quarter, payable in advance; and shall be required to furnish themselves with the following Class books, &c. &c. and such other as the Council may direct.

15. All Officers of the Army, and any other persons according to the discretion of the Council or Board of Education, shall be admissible into the

College, on the payment of an entrance fee of 100 Rupees as "Honorary Students," and as such shall be entitled to attend all Lectures and Exercises and may also have the use of the Instruments and Books of the College under such terms and regulations as the Council may direct; and all Officers who may have become Honorary Students, who shall be certified by the Professor as competent to render useful Engineering service in the field, and all other Honorary Students who may be so certified to have acquired useful attainments in Civil Engineering, and all Commissioned Officers of Engineers, shall be admissible as Members of the College, under the denomination of "Associates."

16. In filling up vacancies in public situations in the Engineering, Survey, and Building departments, preference shall be given to Graduates in Engineering over other Candidates, other qualifications being equal. But it shall be competent to all persons, wherever they may have qualified themselves, to offer themselves for examination along with the Senior Students, and they shall receive a Certificate according to their acquirements.

(A true copy.)

PETER POPE,

SECRETARY, MADRAS UNIVERSITY.

January 1842.

G.

MINUTE by the President of the Board of Governors of the Madras University, on the management of Provincial Schools.

Altho' upwards of four months have elapsed since the receipt of the Minutes of Consultation of 2d March last, wherein the Board has been commissioned to modify the rules of the University, so as to adapt them for the management of certain Provincial Schools proposed to be established on the plan of the High School of Madras, yet it has appeared to me, as I may presume it has to the other Members of the Board, that it was expedient thoroughly to organize, and observe the progress of, our own Institution, before we proceeded to make those practical suggestions for the objects in view, which Government has done us the honor to call for at our hands.

We have now had the benefit of upwards of five months experience of the actual operation of the system of discipline and rules which have been framed for the governance of the High School, and the result has been already in some measure made known by the two first quarterly examinations of the Scholars. This result, together with a mature consideration of this system and rules, and also a comparison of the scheme of our Institution with those of the other Presidencies, has led me to the satisfactory conviction, that this organization and these detailed rules are well calculated to ensure the general and important objects of our Central Institution; and that we may therefore, with the greater confidence, now proceed to the task which we have before us of enlarging its scope, so as to comprehend the Branch Foundations of a similar quality proposed to be established in the Provinces.

I think we should bear in mind that, in submitting our present suggestions we are not called upon to propose a *general scheme* of *National Instruction*; but that we should confine ourselves to the tracing out a scheme of Branch Institutions of a *similar quality as our own*, with a view to the instruction of the superior classes who are able to pay, and who from their attainments may aspire to the higher avocations in life and in the service of Government. A more general scheme of National Education comprising all classes of the Native community, will have to be formed upon different data and upon a different scale.

It should, as it appears to me, be further considered that the scheme we

may submit to Government ought not to comprise any Collegiate department, but merely the Scholastic department. Such suggestions, in the present condition of the Native community, would be altogether vain, and at least premature. They ought to spring from the experimental progress made at the Presidency, and to await the intellectual advancement of Natives educated in the Provinces, and the success of the Provincial Institutions proposed to be founded. Altho', therefore, with reference *to results*, and also with reference to subordinate district establishments in Zillahs, the Central Provincial Institution to be founded, may be termed a *College*, yet the rules now to be suggested—both fundamental and of detail—should have practical reference to High Schools only. Other rules may hereafter be added of more extended scope.

But in the details of those rules which may be submitted for the system of discipline and instruction at the Schools, the formation of a *complete* School should be contemplated—altho' it is obvious that only the very lowest classes can for some time be actually constituted. At the University, as well the qualified Masters as every other appropriate appliance have been provided, because there is every indication of an access of Scholars competent to take advantage of the highest departments of Scholastic instruction. But a superior and comprehensive establishment of this quality would be a premature expense in the Provinces—and it is only requisite so to form them as easily to admit of enlarged efficacy, and to provide rules and a detailed scheme of instruction towards which the progressive advancement of the Pupils should be directed, and for conducting which qualified Masters may be supplied, as occasion arises.

Having offered these preliminary observations, I would propose that the Fundamental Rules for the proposed Provincial Institutions, should be as inserted in the Appendix No. 1.

It will be observed that the 7th rule of the University (the qualification rule as to *reading and writing English*) is omitted in these proposed fundamental rules. Such a rule could not be brought into operation in the provinces at present. At the same time it appears to me expedient, that such a rule should be eventually adopted among the general standing rules to be passed by the Boards of these Colleges when the more general diffusion of English education, and of Schools imparting it, will admit of such distinction. In the mean while, those classes, which at Madras compose the *Preparatory* School under the superintendence of the Madras University, will be incorporated in the High Schools of the Provinces.

The first step, as it appears to me, to be pursued by these College Boards, should be the ascertaining what number of Scholars may be obtained, and to make a list of them. As soon as the number of twenty shall have been entered, they might proceed to the formation of the *Collegiate High School*, at each principal Station at which such a number of Scholars should be enrolled.

The next step will be the acquisition of a Master and Tutor (or Tutors, according to the number of Scholars) who may at once proceed upon their scholastic duties. For this purpose, it will be sufficient to say that the Provincial Boards should put themselves in communication with the Board of the University, who will find no difficulty in supplying such as are competent to take charge of those lower classes—of which alone these Schools can for some time yet be composed. According to the progress of the Scholars, Masters of a higher grade will be procured—and when there arises, from the advancement of the Scholars, some prospect of the highest school class being formed, a permanent Master may be placed over the whole establishment. Upon the first formation of a High School, the magisterial strength will probably be thought sufficient, if comprising one temporary English Master (who will perhaps become subsequently the first English Tutor), one English Tutor and two Native Tutors. The salary of the temporary Master might be 150 Rupees per mensem, that of the English Tutor 100 Rupees, that of each of the Native Tutors 60 Rupees.

It appears to me that as these Provincial Institutions are to be in subordinate connection with the Madras University, the system of discipline and instruction for them should be uniform with that traced out for the University High School. A scheme has been drawn up, after much inquiry and consideration, for the latter Institution, in all its details. It may save much time and pains, and greatly facilitate the formation and governance of the proposed Schools, if that scheme should be set forth for the information and guidance of the College Boards about to be formed. They will then be at no loss in what manner practically to proceed in the management of any School which may be established. This scheme comprises rules, not only for the quality of instruction, but for the very books to be taught from, and the employment of the hours, and also for the arrangement of classes, and the whole course of discipline; but they will be subject to such modification as experience may suggest to the respective College Boards. The rules are contained in Appendix No. 2.

Upon the subject of these standing rules for discipline and instruction, and the expedient modifications of them, now, or from time to time to be introduced, and upon all other matters connected with the establishment and the government of the Institutions formed, the College Boards can correspond with the Board of the Madras University; and it will be expedient that they should choose some person usually resident on the spot, to act as their Secretary.

It is not to be disguised from the consideration of Government, that there will be obstacles and difficulties in the way of the establishment and successful government of these Provincial Institutions, beyond those which have been experienced, and must still be expected, at the Presidency itself. It is not to be assumed that even so large a number as 20 Scholars are to be found at each of the principal Stations ready to take advantage of the opening afforded. The Natives do not understand or appreciate the advantages of education, and among the superior and wealthier classes, amply able to afford the School fees, a large portion may be expected to prove unwilling to expend even the small amount of School fees for that object. Still, I am of opinion that, looking to the essential object of these Institutions, namely, the diffusion of a thorough education among the superior classes, all idea of eleemosynary instruction ought, at the very outset, to be repudiated, as leading eventually to the disappointments experienced in the other Presidencies—and moreover, I conceive that the burden of expense would be too great to be sustained altogether by Government alone.

Further difficulties will arise from the many engagements of business in which the Members of the proposed College Boards are occupied, and the impossibility of their all often meeting together. There are but few individuals out of whom a selection of Members can be had—and those few, seldom any of them remain long at the same Station. These are circumstances likely to thwart occasionally their measures, and sometimes to retard them. It may also generally be expected, that the Gentlemen at these Stations have never turned their minds to these subjects, and have naturally but little turn for carrying out projects of this quality.

It may be very fit to draw the notice of Government to these considerations, because, as it appears to me, Government can form no confident hope of bringing to a successful issue this, or any other course of organizing the proposed Institutions, unless they shall be undertaken with a cordial zeal, and an energetic measure of exertion on the part of the appointed College Boards. It may be assumed that Government has not formed the present designs without a reasonable expectation that they are capable of accomplishment—and such designs have been carried out with more or less success at the other Presidencies. But the duty about to be assigned to the Provincial authorities, has to be considered of a more special urgency than the mere routine of regular occupation. The President of the Board of Instruction in Bengal, in a letter to me, laments the repeated failure of attempts to organize

permanent Provincial institutions in that Presidency, arising from a change of spirit or of qualifications in the different local authorities; and past experience in this Presidency will perhaps be thought to confirm his testimony. This may have been in no small degree owing to the *general quality* of the instructions under which the local authorities in each Presidency have been called upon to act—and under this impression, the supply of a practical scheme, in all its details, may prove the more desirable in the view of Government. The local Boards will thereby have before their notice the immediate objects to which their efforts may be directed, and there will be the greater uniformity in all their operations, and in the results of them.

But, after all, it seems to me, that altho' the present scheme may be successfully organized, and the Scholastic institutions be established, yet further arrangements will be requisite for maintaining *their efficiency*, and conducting at the same time any *general system* of National Education.

In the first place it appears requisite that a body of Examiners should be selected, whether for the purpose of proving the progress and proficiency of the Scholars, or for the purpose of conferring Scholastic degrees, Certificates, Prizes or Honors. This is a duty that cannot satisfactorily be left to the Masters themselves only. No absolute proof of the real attainments of the Scholars could be manifested, except under an uniform system of examinations. They would at once be a source of encouragement to the Masters, and be an obstacle to neglect or abuse of their duties.

Moreover, it will be found, that in every work which has been published for elucidating the systems of National Education, under the superintendence of Government, which obtain on the Continent, the necessity is prominently dwelt upon of Inspectors having the responsible duty, in communication with each other, of watching, modifying, directing, controlling, and reporting upon, thro' a course of personal inspection and enquiry, all the Educational Institutions over which Government itself presides.

Over these functionaries, and also over all the separate Boards themselves, who have the immediate control and government of the various institutions which may be founded, a permanent superior authority has to be appointed, taking its immediate instructions from Government itself, and acting in continual communication with Government. That authority is at present constituted in this Board—and in like manner a body has been appointed with similar functions at Calcutta under the denomination of the Board of General Public Instruction, and another at Bombay under the name of the Board of General Education. But it seems to me that these Boards are not equal to the duties required of them. Each of them are at the head of one or more specific Institutions, the efficient continual government of which occupies no small portion of time and care. The task undertaken by this Board of carrying out a system of Collegiate and Scholastic instruction adapted to the higher classes of the Native community, is in itself one of no small magnitude. A common share of zeal for the public service, and a consciousness of an honorable position in society, will be sufficient ordinarily to ensure an adequate measure of exertion to accomplish objects of this nature—and institutions of a less extensive aim may be safely intrusted to the management of local Boards, assisted and superintended by other functionaries. But Government can never rely with security upon the voluntary exertions of much occupied men for the organization and direction of the whole scheme of National Education. It must form a *department of the Government*, and be under the management of a distinct *Secretary*. It may be thought premature to create such a department at this moment; but, if it should not be considered a step beyond the limit of this Board's present instructions, I should be disposed to venture the suggestion that delay continually endangers the eventual success of every measure now urged by Government for the diffusion of education among the people. A Secretary in this Department would have ample present employment in inquiries, and in the orga-

nization of plans and institutions. He would have thereafter abundant occupation maintaining their efficient operation.

GEO. NORTON,
PRESIDENT.

15th August 1841.

Appendix No. 1.

FUNDAMENTAL RULES.

1. Collegiate Boards shall be established at Trichinopoly, Masulipatam, Bellary, and Calicut,* to be denominated respectively the Trichinopoly, Masulipatam, Bellary, and Calicut College Boards.

2. Each of these College Boards shall establish and govern a "Collegiate High School" (to be denominated the "Trichinopoly, Masulipatam, Bellary, and Calicut High Schools" respectively) at the principal Station of the Collectorate, and such "Zillah High Schools" as may be established at other places in each Collectorate (to be denominated according to the name of each Zillah), and such High Schools shall impart instruction in the English language and in the Vernacular languages current in each respective district, together with the elementary departments of philosophy and science. A Collegiate department, for instruction in the higher branches of literature, philosophy and science, will be added to the Institution at each principal Station as expediency may hereafter suggest.

3. Each of these College Boards shall consist of the Commanding or Senior Military Officer of the principal Station, of the Collector, of the Chief Judge, of the Sub Collector, of the Register, (out of whom the Governor in Council shall from time to time select the President), and of five principal Natives resident at or near such principal Station, to be chosen by the abovementioned European Officers; and, afterwards all vacancies of Native Members shall be filled up by election of the whole remainder of the Members, subject to the confirmation of the Governor in Council.

4. Each High School shall be under a *Master* and *Tutors*.

5. Members of all creeds and sects shall be admissible, consistently with which primary object, care shall be taken to avoid whatever may tend to violate or offend the religious feelings of any class.

6. It shall form no part of the design of this Institution to inculcate doctrine of religious faith, or to supply books with any such view.

7. Pupils shall pay according to such rates as may be hereafter established by the President and Governors.

8. Should any sums be hereafter bestowed upon the Institution for the purpose of endowing Scholarships in the High School, the Scholars appointed to them shall be admitted in such manner as may be determined by the President and Governors.

9. Vacancies in the Office of Native Governors shall be effected by any continued absence for the space of two years from the principal Station of the Collectorate, or by departure therefrom for any permanent residence in a different Collectorate, or by resignation addressed to the President, or by removal by order of the Governor in Council.

10. Every Donor to the amount of 5,000 Rupees shall if, and while, resident within the limits of the Collectorate, become a life Governor, and if not resident in the Collectorate, shall have power to appoint a Governor who is so resident (subject to the confirmation of the Governor in Council) to hold on the same terms as the other Governors. But in all cases of persons so

* The Board are of opinion that a Collegiate High School would be more likely to meet with support if founded at Mangalore, Cannanore, or Tellicherry, instead of at Calicut; the population of the former Stations being greater than that of the latter, and their respective communities more likely to avail themselves of the advantages of such an Institution.

becoming life Governors, the Governor in Council may appoint a Governor who is not a Native, in case such life Governor or his appointee be a Native, and the remaining Governors may elect a Native Governor in case such life Governor or his appointee be not a Native.

11. Each College Board shall frame general rules for conducting the affairs of the Institutions under their charge, and shall meet not less than once per month, three forming a quorum.

12. In all questions to be decided by vote, the President shall have a casting vote.

13. The first business to be done at all Meetings when the President shall happen to be absent, shall be to appoint a Chairman who shall possess a casting vote.

14. All Rules and Regulations to be made by the President and Governors shall be confirmed within six months by the Governor in Council, in default of which they shall be considered thereafter as annulled.

15. The Governor in Council shall have power to remove not only any President or Member, but also all persons holding any office or appointment under them. The President and Governors shall have power to remove all persons holding any office or appointment under them.

16. The President and Governors of the Madras University shall be the Visitors of each College, and the Judge of any Provincial Court performing his Circuit, shall be the Special Visitor of any College Board or Institution within his Circuit—and such Visitors shall have power to call for all papers and information.

17. The Members of each College Board shall depute one of their body to make a periodical visit and enquiry at each Zillah School that may be established under it, once at least in every six months.

18. Each College Board shall make one annual report to the Governor in Council, copies of which shall be furnished to the Board of the Madras University, and also to the Supreme Government, which report shall contain an account of receipts and expenditure, a list of Donors and Subscribers, and a general statement of their proceedings, and of the progress of each Institution.

Appendix No. 2.

RULES OF SCHOOL DISCIPLINE AND INSTRUCTION.

1. The designation of those receiving instruction in the four first classes, shall be that of "Scholars;" the designation of those in the two lower classes, shall be that of "Pupils."

2. Each "Scholar" shall pay a school fee of 4 rupees, and each "Pupil" a school fee of 2 rupees, per month.

3. Scholars and Pupils shall be admitted upon a consent to be signified in writing by any one European and one Native Member of the College Board.

4. The course of instruction in the High School shall comprise progressively,

Grammar,
Reading Exercise (English),
Arithmetic,
Writing,
Morality,
History,
Geography,
Mathematics, (including Algebra, Plane and Spherical Trigonometry, and principles of Mechanics,)
Natural Philosophy,
Moral Philosophy,

Vernacular languages,
Translations (reciprocal),
Abridgments, or Abstracts,
Compilations,
Compositions,
Elocution.

5. The Classes shall be six in number, the lowest being No. 1. In case there be any gradations of progress in the studies assigned to the Scholars or Pupils of any Class, a separation shall be made into two *Ranks*. When the number in any Class shall exceed 30, such Class shall be separated into *divisions*—each division, when complete, to consist of 30 Pupils. Such divisions, as arising from mere amount of number, to be duplicates, triplicates, &c. of the 1st division, and not in the nature of graduated ranks.

6. The hours of attendance at School shall be from 10 A. M. to 5 P. M. with an hour from 1 to 2, for refreshment.

Instruction in 1st Class.

7. The instruction in the First (or lowest) Class shall consist of
Native languages,
English spelling and reading,
Writing,
Arithmetic,
(Books used, Little Reading Book for young Children, First Spelling book.)

The distribution of the School hours for the First Class shall be as follows:

First Class, 1st or lowest Rank.—Morning hours: From 10 to 12½, English spelling; 12½ to 1, Writing.

Afternoon hours: 2 to 5, Native languages.

First Class, 2d Rank.—Morning hours: 10 to 1, Native languages.

Afternoon hours: 2 to 2½, Writing; 2½ to 3, Arithmetic; 3 to 5, English spelling and reading.

Instruction in 2d Class.

8. The instruction in the Second Class shall consist of
English Grammar,
English Reading,
Writing from Dictation,
Native languages,
Writing,
Arithmetic,
(Books used, Elements of English Grammar,
Murray's Spelling Book,
Cards of Tables in Arithmetic,
Williamson's Spelling Book,
Æsop's Fables).

2d Class hours.—The distribution of hours for the Second Class shall be as follows:

Second Class, 1st Rank.—Morning hours: From 10 to 12½, Native languages; 12½ to 1, Writing.

Afternoon hours: 2 to 2½, Grammar; 2½ to 3, Arithmetic; 3 to 5, English reading.

Second Class, 2d Rank.—Morning hours: From 10 to 10½, English Grammar; 10½ to 11, Dictation; 11 to 12½, English reading; 12½ to 1, Arithmetic.

Afternoon hours: 2 to 2½, Writing; 2½ to 5, Native languages.

Instruction in 3d Class.

9. The instruction in the 3d Class shall consist of
Grammar,
(Books used, Elements of Grammar, Carpenter's Spelling Book),

Reading Exercise (English) incorporating Morality,
(Books, Goldsmith's animated Nature, Selections from Moral works—the books not yet fixed upon),
First Rules of Arithmetic,
Writing,
Native languages.

The distribution of the School hours for the 3d Class shall be as follows:

Third Class.—Morning hours: From 10 to 10½, repeating their Grammar lesson set on the previous day to be learnt by heart; 10½ to 12½, exercise before the Master in English reading with a view to *pronunciation* and literal meaning; 12½ to 1, Writing.

Afternoon hours: 2 to 2½, Arithmetic from Tables or Cards, or working sums in the 4 first rules; 2½ to 3, receiving miscellaneous directions, and having lessons set for the next day by the Master; 3 to 5, native languages.

Instruction in 4th Class.

10. The instruction in the Fourth Class shall consist of
Grammar,
(Books, Murray's Grammar),
Reading exercise (English) incorporating morality,
(Books, Goldsmith's Histories of England and Rome, Stretche's Beauties of History, or any other work of moral tendency.)
Arithmetic, inclusive of Rule of Three, Practice, and Fractions,
(Books, Bonnycastle's Arithmetic),
Geography,
(Books, Clift's Geography),
Writing,
Writing English from dictation, abstracting or abridging,
Native languages.

The distribution of the School hours for the fourth class shall be as follows:

Fourth Class.—Morning hours: From 10 to 10½, examination in the Grammar lesson set on the previous day, and parsing it; 10½ to 12½, exercise before the Master in English reading of portions previously studied with a view to pronunciation and meaning, as well literal as in relation to grammatical, geographical, historical, or moral questions arising; 12½ to 1, Writing.

Afternoon hours: 2 to 3, Arithmetic, and working of sums set at the time; 3 to 4, on alternate days, Geography from prepared lessons, and writing English from dictation, or abstracting and abridging; 4 to 5, native languages.

Instruction in 5th Class.

11. The instruction in the Fifth Class shall consist of
Grammar,
(Books, Murray's Grammar),
Reading Exercise (English),
(Books, Poetry and general subjects at the Master's discretion),
Geography and the use of the Terrestrial Globe,
(Books, Guy's Geography, and Keith on the Globes),
Mathematics, inclusive of Algebra, and the four first books of Euclid,
(Books, Williamson's Euclid, Pinnock's Catechism of Algebra, Bonnycastle, Cooke's book-keeping),
History,
(Books, History of Greece by the S. D. U. K., a History of India),

Natural Philosophy, General Introduction to
(Books, Calcutta Introduction to Natural History),
Moral Philosophy,
(Books, Selections from Blair's class book, the Calcutta Reader).
Abridgments, Compilations, and Translations, (reciprocal).

The distribution of the school hours for the fifth class shall be as follows:

Fifth Class.—Morning hours: From 10 to 11, Euclid; 11 to 12, Exercise before the Master in reading English poetry and the higher quality of English literature, with a view to *emphasis* and appreciation of style; 12 to 1 (on Mondays) lecturing and examining in Natural Philosophy upon portions set for study previously,—(on Tuesdays) Ditto in History,—(on Wednesdays) Ditto in Moral Philosophy,—and the same course repeated on Thursdays and Fridays and Saturdays.

Afternoon hours: From 2 to 2½, Algebra and Arithmetic, alternately—examinations in, or working out, in the room; 2½ to 3½, Lecturing upon Geography from prepared lessons, and upon the Terrestrial Globe; 3½ to 4, examining in Grammar, from prepared lessons; 4 to 5, Translations (reciprocal) on 5 days, and on the 6th examinations upon abridgments and compilations got up in the course of the week.

Instruction in the Sixth Class.

12. The instruction in the Sixth (or highest) Class shall consist of
Elocution,
Natural Philosophy,
(Books, O'Shaughnessy's Chemistry),
Moral Philosophy,
(Books, Smith's theory of moral sentiments, or Abercrombie's moral feelings),
History,
(Books, Smythe's lectures, and other works on the Philosophy of History),
Histories of India, (Elphinstone & Thornton, and of England.)
Mathematics,
(Books, the whole of the perfect books of Euclid, Plane and Spherical Trigonometry),
Geography,
Mechanics,
Original compositions in English translations (reciprocal) and paraphrase translations into the Native languages.

The distribution of the School hours for the Sixth Class shall be as follows:

Sixth Class hours.—Monday—Sixth Class morning hours alternately, one Monday 3 hours examining compositions (English) and lecturing upon them, as prepared at leisure during the preceding fortnight—the other Monday 3 hours explaining miscellaneous subjects of other studies, exhibiting experiments in Natural Philosophy, and bringing up any matters omitted.

Tuesday—From 10 to 11, on Tuesdays, Elocution, consisting in the oral delivery of poetical or oratorical passages learnt by heart; 11 to 1, study of Natural Philosophy with a view to a lecture and examination on the ensuing Saturday.

Wednesday—From 10 to 11, Map drawing at the Table from lessons set previously for practice; 11 to 1, Moral Philosophy.

Thursday—From 10 to 11½, examinations and lecturing in History; 11½ to 1, to be at the discretionary disposal of the Scholars in preparing any tasks to be got up.

Friday—All 3 morning hours to be employed in translations and paraphrase translations (reciprocal) in the Native languages.

Saturday—From 10 to 11, Elocution, as on Tuesdays; 11 to 1, examinations and lecturing in Chemistry.

Afternoon hours—on all days Mathematics.

Monitors.

13. Each Class or division shall have one Monitor, who shall have authority to keep order over his Class, or division. A Monitor shall not be liable to lose his place except upon express promotion, by the Master of the Class or division, of another, upon some test of continued superiority.

Quarterly and Annual Examinations.

14. There shall be quarterly examinations to be conducted under the immediate superintendence of the Master, with a view to promotions from rank to rank, and from class to class.

There shall be one public annual examination to be held on the 24th December, with a view to the award of Prizes, the conferring Scholastic degrees and the preparation of the Board's annual report.

Promotions, Honors, and Prizes.

15. The four Scholars of the 6th or highest class (or greater number according to the number in the class) shall be distinguished by the designation of *Superiors*.

The rank of Superiors shall be permanent, and those holding it shall advance by seniority. When a vacancy shall occur among the Superiors, the Master shall select the most distinguished Scholar in the class to fill it.

The Superiors shall have authority over the whole School, in respect of keeping order—they may occasionally be employed in hearing the lesson of a lower class—they shall have more liberal privileges than the other Scholars as regards access to the School Library, and loan of Books—they shall also have chairs and a table to themselves.

The other Scholars of the 6th class and of the other classes shall be allowed to compete for relative places in the class.

A Scholastic Degree.

There shall be a Scholastic Degree, the designation of which shall be that of an "Adept." There shall be a scale of honor, according to merit, attending this degree, namely 1st "Adept," 2d "Adept," &c.

Each Adept shall be presented with a Medal of an uniform make, and varying in value according to the scale of honor in the degree, the lowest in value being for the simple "Adept."

The Medal to be denominated The High School Medal.

The first Adept of the year shall have his Certificate of that degree presented in a Silver case.

Prizes shall consist of Books with a distinguishing binding and stamp.

All Degrees, Honors, and Prizes shall be conferred publicly by the College Board, after the annual examination.

Punishments.

16. The Scholars and Pupils shall be liable to punishment by imposition—by confinement—by such petty degradations as may be sanctioned by the Master—by suspensions for not more than a week (the 3d suspension being reported to the Board, with a view to expulsion,)—by corporal punishment with a cane—and by positive expulsion, as the severest of all punishments.

The Master alone shall have authority to award corporal punishment—which is invariably to be carried into effect in public, without stripping, is never to be inflicted on the same day that it is awarded, and is to be confined to boys under 14 years of age.

PAYMENT OF SCHOOL FEES.

17. The 15th of each month is fixed for the payment of School fees.

A person shall be appointed by the Master to attend at the opening of the School at the appointed day, to collect the fees.

All fees to be paid in advance—any non-payment to be visited peremptorily by petty punishment at the Master's discretion—and any failure of payment beyond three days after that appointed, by suspension for a week —and all arrears to be enforced upon the Scholar's next attendance.

If any Scholar shall be thus suspended for 4 consecutive weeks, or for 4 weeks in any one year, his name shall be erased from the list of the School —and no re-admission allowed, except by grace of the Board.

VACATIONS AND HOLIDAYS.

18. There shall be a Winter vacation of one fortnight, commencing on Christmas day, being the day immediately following the annual examination.

There shall be also a Summer vacation of one week, to date from the 1st Monday after the 1st of June, or from the above date when it shall fall on a Monday.

All the visible Eclipses of Sun or Moon shall be Holidays.

The day of each New Moon and the day after, and of each Full Moon, and the day after, shall be Holidays from Vernacular teaching only.

All Sundays, Good Fridays, and the Queen's Birth days shall be Holidays.

The other Holidays are to be fixed, and added to these rules, by the College Boards—so as not to exceed thirty days, besides the above days and the Vacations.

H.

MINUTE by the President of the Board of Governors of the Madras University, on the subject of the proposed Educational Tests.

In considering the important subject of the establishment of certain Tests of qualification for Candidates for Offices to be held by Uncovenanted Servants, and the expedient quality of such Tests, it appears to me requisite, before submitting to Government any specific rules for this object, that the Board should explain the views and sentiments on which such rules are based.

Government by its instructions, have left the question of the expediency of this measure open to the consideration of the Board; and, as this point has given rise to some discussion among the Members, I will take the liberty of offering some general observations upon it.

The Board are of course entirely agreed that it is highly politic to encourage by all feasible and unobjectionable means the acquisition of educational qualifications; and I think the Board are agreed that the holding out the prospect of more certain employment, and of more certain promotion in the public service, is in itself an appropriate inducement. Neither can a question arise but that the interests of the public service must be advanced in proportion to these qualifications being ensured.

Any vague and general assurances, however, of the advantages of education, unconnected with any practical manifestations of them, can have little or no impression on the minds of the native population in their present intellectual condition. Still less could such assurances avail, if they daily witnessed the employment and promotion of uneducated persons, no way superior to themselves in other respects, or in general qualifications for the offices sought. Any discretionary power of excluding from office those entitled to a preference in respect of educational attainments, must of course weaken, if not

destroy, every emulation to acquire them. Sir Thomas Munro has some forcible remarks on these topics, which I shall do well to quote. He says, "we profess to seek the improvement of the Natives, but propose means the most adverse to success. The advocates of improvement do not seem to have perceived the great springs on which it depends. They propose to place no confidence in Natives, to give them no authority, and to exclude them from office, as much as possible; but they are ardent in their zeal for enlightening them by the general diffusion of knowledge. No conceit more wild and absurd than this was ever engendered in the darkest ages." In other passages he has equally pertinent observations; and points out that the employment of the Natives to offices should be "in proportion as experience may prove their qualification to discharge them."

Life of Munro, Vol. 3d, 360.

Do. Vol. 2d, 423. Vol. 3d, 380.

I conceive, therefore, that no prospects of employment in the public service would prove a practical inducement to the Natives better to qualify themselves for office by superior educational knowledge, unless those prospects were rendered reasonably secure. That security would be reasonable and sufficient if it consisted in a right of preference over others, having no such qualifications and not having superior qualifications in other respects and upon the whole. To impair that security by conceding any discretionary power of excluding such persons so qualified by education, in favor of those not so qualified, and having no other legitimate superior claims, would be, as it seems to me, to concede to an unreasonable desire, and proportionally to weaken the rational and almost only inducement to mental improvement.

It seems to me that it would be inexpedient at this period (having reference to the present condition of the Natives, and of the public service), to *impose peremptorily* any Tests of qualification for admission to office. It may be that but few, compared with the exigencies of the public service, may be found qualified according to the established Tests. It may be that certain claimants on account of long services, or of peculiar talents, or of local knowledge, may be *on the whole* more eligible than such as have acquired the prescribed qualification. It may be well also to avoid the invidiousness of proscribing by a total exclusion all those Natives who, tho' not appreciating the advantages of the new or European quality of education, may nevertheless have cultivated mental pursuits, and have attained a certain degree of proficiency for office. It will, therefore, perhaps be thought advisable to limit the effect of the qualification by the Tests (as I have before suggested) to the entitling all Candidates for Office who may have obtained them, to a *Preference* over all other Candidates who possess not superior qualifications in other respects, and upon the whole.

Undoubtedly by degrees, and thro' the increasing infusion of Native Officers possessed of superior qualifications by education, the selection for all Offices of consideration will, in the result, be confined to such parties. For it needs no argument to prove that, as the greater certainty of attaining to employment in the public service will promote the entry of a superior class of men into the service, so will the same individuals, when they have obtained a due share of experience and have further established a character for probity and assiduity, most readily present themselves to the choice of their superiors for higher advancement; and there will consequently be seldom the necessity, or even the opportunity, of seeking for fit Candidates elsewhere.

The great benefit to be derived from instituting Tests of qualification for the public service, and the chief application of such Tests, will have reference to the lower or initial grades of the public service. Any discretion to be exercised by the parties selecting individuals who are Candidates for these initial grades, must necessarily be very limited. The Candidates can bring no other mental qualifications than such as are derived from natural talent or education. It can seldom happen that the party selecting has, or can have, much opportunity of judging of the natural talents of such as are

usually personal strangers—and the extent of educational acquirement affords a considerable proof of their existence, and better perhaps than any other which could be applied. It is not to be supposed that such selecting parties could institute, themselves, any effectual examination into the educational qualifications of such Candidates for the initial and lower grades. *There*, therefore, the Tests would afford a satisfactory assurance of qualifications in themselves, and a discretion in excluding those possessed of such Tests, and admitting such as had none, and could have given no such satisfactory proof, either of talent or of desirable attainments, would be almost necessarily ill-exercised, and would sink into personal patronage. It would tend to perpetuate the employment of ill-qualified persons.

But the discretion to be exercised by Heads of Departments, and others in responsible stations, in appointing to important Offices those whom they deemed best qualified, would have to be exercised almost solely, and certainly most beneficially, in the appointment to the *higher* and more *important* grades. In regard to their selection for these superior Offices, it appears to me that this discretion ought to be altogether unfettered. They ought to consider the educational qualification by no means the *only* one (tho' among the most valuable, when combined with others); but their judgment would have to be guided by the qualities of integrity, experience, aptitude for business, diligence, peculiar acquaintance with details of circumstance or place. Any interference with this legitimate and most expedient discretion on the part of the high Officials of Government in regard to these qualities, of which they are the best judges, would not only be justly distasteful, but also injurious to the public service, and odious to deserving servants. In providing, therefore, in cautious terms that the preference to those qualified by Tests over any others, should be with reservation of that expedient discretion in selecting those possessing superior qualifications *in other respects*, and upon *the whole*—it appears to me that it might be well to sanction more specifically the exercise of the discretion I have adverted to, by reference, in any rules which may be issued to these grounds of preference of untested Candidates, and even by reference to the particular Offices—(as, in the Revenue Department those of Moonshees or Jewabnavasces, Tahsildars, Treasurers, Head Accountant, Head English Writers, Head Sheristadars—in the Judicial Department, Moonshee Readers, Court Sheristadars, District Moonsiffs or Aumeens, Principal Sudr Aumeen, Native Judge—and Offices of similar rank and emolument). It may be necessary, for affording the necessary security of advantage from the attainment of useful knowledge, so far to limit discretion as to require it should be *sound*, and not capricious or arbitrary, or for favor—but it should be left unlimited when exercised upon legitimate data.

At present, as it appears to me, this prescription of Tests should extend no further than Madras itself. The numerous Institutions at Madras furnish ample and easy means of education up to the proposed Tests. But no such means, as yet, exist in the Provinces; and there may be considerable inconvenience, as well as a jealousy not ill-founded, likely to arise from supplying almost all Uncovenanted Functionaries in the Provinces from Madras alone. The rules may, or may not, be extended to the Provinces, according to the favorable result, or otherwise, of their adoption at the Seat of Government, and according to the spread of Scholastic Institutions.

It appears to me advisable to have a graduated *scale* of preference, according to any ascertained criteria of educational proficiency. For instance, a Candidate may have attained the general prescribed Test of qualification, and he may *also* have made acquirements in some particular branches of study peculiarly adapted to the Department of the public service into which he may be desirous to enter. In the Engineering Department, one class of attainments may have specific value, in the Revenue another, and in the Judicial, or in the Medical, others. So, again, it has been provided by the subordinate rules of discipline for the High School, that a *Scholastic degree*, that of

a "*Proficient*," shall be conferred on such as have passed entirely thro' all the classes of the University High School. The attainments characteristic of a *Proficient* are so extensive, as to qualify them (with such additional specific and technical knowledge would be requisite for every superior office) in a far superior degree than the general tested qualifications as proposed could do for all Departments of the service. A *Collegiate degree*, proposed to be given when that Department of the University shall be organized, in various branches of professional science and general literature, will manifest a still higher quality of intellectual advancement. It would be obviously expedient to encourage such superior attainments by a proportional concession of preference to Office. These *degrees* will supply, of themselves, something more than an adequate test.

The rules should be, I think, made applicable to all classes of Public, not being Covenanted, Servants.

I am induced to propose some fair protection to the interests of such as have attained an age at which it may be too late for them to begin an education *de novo*, and who may have been, perhaps, many years already in the public service. Cases may undoubtedly arise when such parties may have so strong a claim for promotion from past good conduct and services, as to supersede those of other Candidates whose qualifications, as established by the Tests granted, are decidedly superior. At the same time I am by no means disposed to recommend, as a general rule, that the mere circumstance of their having been already retained in the public service should operate so far as absolutely to extinguish the claim to preference founded on the Tests. My impression is that it will be sufficient to authorize Heads of Offices and Departments to make special references for the sanction of Government for any subsequent promotion of those holding appointments at the date of the promulgation of these rules, who may not have obtained Tests.

It would be obviously impolitic to attach the power of granting or acquiring Tests of qualifications to any particular Scholastic Institutions. With this impression I would propose that the Tests should comprise, in a general way, those subjects of literature and knowledge which are commonly taught *at all* Seminaries—and that the range of works, thro' the medium of which instruction in these subjects should be conveyed, should admit of some *discretionary choice*.

It may be assumed, indeed, that the Scholars of the 4th Class, and Proficients of the High School, possess far superior qualifications to those who merely have obtained the general Test. But the public should not be allowed to suppose that may possibly not be so; or that any favour is shewn in supplying them with privileges in access to office which others cannot reach. With this view I would propose that all the annual examinations, on which Proficients' Degrees and the permanent classifications of the Scholars of the High School are to depend, should be held before *Public Examiners*—and that the *same* Public Examiners should hold Examinations for Tests. I would propose also to institute *special* Tests, as will be presently explained, to be granted by these Examiners, giving a preference to those who obtain them over all other Candidates (subject to the discretionary power I have before adverted to in Heads of Departments) in particular departments; and for which Tests all parties, from whatever Scholastic Institutions, will be at liberty to apply. As regards Graduates in the *Collegiate* department—their examinations for such degrees will testify such manifest and decidedly superior qualifications to any that can be obtained from any other Institution, that I can hardly suppose any rational cavil would arise at a preference so earned—and which would be open to the attainment of youths of every quality and sect.

It appears to me that these Public Examiners should be chosen with mere reference to competency—and as their examinations will comprise *all Schools* from which Candidates may choose to proceed, and will in no manner impede or affect, or be affected by, the religious instruction which the Candidates may or may not have received, I can foresee no sound reason for any party

of any profession, lay or clerical, from accepting the office of an Examiner. If Clergymen should think themselves bound to decline examining any but Christians in the common knowledge which has been studied by all (which I see no ground for expecting), they surely would have no scruple in examining Christians. But, at all events, I do not surmise the slightest difficulty in selecting from the Schoolmasters, and other liberally educated individuals at the Presidency, persons both qualified and willing to accept the office, which I conceive to be an honorable one. I think the Head Master of the High School should always be one. And it seems to me that three, with three Native Assistant Examiners, would be a sufficient number altogether—of whom two should always concur in giving a Certificate of Test.

The Examiners should meet on stated days, once a quarter, and oftener if need be, for the purpose of examining Candidates, and for regulating from time to time the course of their proceedings, according to certain standing rules, and subject to the general rules to be passed by Government.

The Examiners should draw up and submit from time to time to the Governors of the University, a list of the subjects of examination, and also of the various works in one or more of which, (as may be selected, and according to the subject) the Candidates for tests are to be examined. These lists should be published once in each quarter of a year.

The Form of a Certificate of qualification (to be signed by two Examiners) should be, as it seems to me, as follows:

Test of qualification for the service of Government.

Madras, 1st January 1842.

This is to certify that A. B. son of C. D. of has passed with approval a Public Examination in * Writing English by dictation, in Tamil and Telugu reading and writing, in Moral Principles, in Geography, in Arithmetic, in the Elements of General History and of the Histories of England and India, in the Elements of Practical Astronomy, in the three first Books of Euclid, in the Outlines of the Constitution of the English and Indian Governments.

E. F. } *Public*
G. H. } *Examiners.*

The Public Examiners, I think, ought to receive a salary proportioned to their services—but I am of opinion that some regulations should be made with a view to their being paid according to the actual performance of those services. I would suggest, therefore, that these Public Examiners should (in addition to their Test Examinations) have the duty of publicly examining the Scholars of the High School on their annual public examination, and also on the three other quarterly examinations; and that they fix on the same periods, consecutively, to proceed on the course of examination for Tests,—that those who actually attend such periodical examinations (with the exception of the Head Master) be entitled to draw 200 Rupees for each full course of attendances; and that, in case and when the public examinations for Tests become more burdensome than they are likely to be for some considerable time, any other expedient arrangement be made, as regards the periods of holding the examinations, and that their salaries be then increased. I would further suggest that these Public Examiners should undertake (under future arrangements according to circumstances) the duties of *General Inspectors* of the Scholastic Institutions which may be hereafter founded or governed under the authority of Government, in such manner, and on such terms, as regards salary, as may be deemed fitting.

* It is to be observed that the particular subjects mentioned as those in which the Candidates have been examined may, or may not, be those here enumerated by way of example.

I think the Heads of Departments, and others who have the patronage of appointments, should be required to take expedient measures, when vacancies occur, of ascertaining whether any Candidates qualified according to the Tests will offer themselves for the Office to be filled up.

As the result of these suggestions, I would propose that it be submitted to Government, that, with a view to the supply of more efficient public servants, and for the encouragement of education, it should adopt and promulgate the following resolutions.

1. That public examinations shall be appointed for the purpose of examining and issuing Tests of educational qualifications to Candidates (not being Covenanted Servants) for offices and employment in the public service.

2. That such Tests of qualification shall consist of a certain degree of proficiency in the English and Native languages, in the knowledge of Moral principles, in the Elements of General History and of the Histories of England and India, in the Elements of Mathematics and of Practical Astronomy, in Arithmetic, in Geography, and in the Outlines of the Constitution of the English and Indian Governments.

3. That the Public Examiners shall from time to time submit to the Board of Governors of the Madras University lists of the subjects, and of the books, in one or more of which (according to selection and to the subjects) the Candidates are to be examined; which lists upon approval, by that Board, are to be made public.

4. That the Public Examiners shall meet periodically once in each quarter of a year at least, for the purpose of holding examinations, and oftener, if it shall appear expedient.

5. That the Public Examiners shall issue Tests of proficiency in a regular form, to be approved of by the Board of Governors of the Madras University.

6. That all persons of every class and quality (not being Covenanted Servants of the Honorable Company) may submit themselves for examination for the purpose of obtaining the Test of qualification.

7. All persons producing Tests of qualifications from the Public Examiners shall be entitled to a preference to any vacant office or employment in the public service in any Government establishment at Madras, over all other Candidates not having such Tests, and who may not possess superior qualifications in other respects and upon the whole.

8. In the consideration of those qualifications for Office which are independent of the educational qualifications to be certified by the Tests, special attention shall be due to the qualities of integrity, experience, and aptitude for business; and more especially in reference to the selection for Offices of the higher grades—such as those of Moonshees, Tahsildars, Treasurers, Head Accountants, English Writers and Sheristadars, in the Revenue Department —and of Moonsheee Readers, Court Sheristadars, District Moonsiffs or Aumeens, Principal Sudr Aumeens, and Native Judges, in the Judicial Department—and Offices of similar rank and emolument in these and other Departments of the Public Service.

9. Any persons producing a certificate from the Head Master of the High School of the Madras University, of his having been, upon examination by the Public Examiners, admitted into the 4th (or highest) class of that School, shall be considered equally qualified with Candidates producing a Test from the Public Examiners.

10. Any persons producing a certificate from such Head Master of having attained the Scholastic degree of a "Proficient" of the High School, shall have a preference over other Candidates producing either the Certificate or the Test above noticed, and also over one another, according to the scale of honor with which such Scholastic degree shall be certified to have been granted.

11. The Public Examiners, after completing the examinations of any Candidates for a Test of general qualification, shall proceed to examine such of them as are Candidates for particular Departments of the Public Service,

and for that purpose shall make out and publish lists (to be approved of by the Board of Governors of the Madras University) of the additional subjects in which such Candidates are to be examined, appropriate to each respective Department, and of the work to be studied; and the Examiners shall issue special Tests certifying proficiency in these additional branches of education, which special Tests shall entitle the Candidates to a preference in these respective Departments of the Public Service.

12. Any persons who may have attained the rank of a "Graduate" of the Collegiate department which may be established in the Madras University, shall have a preference over all other Candidates whatever for office or employment in that branch of the Public Service to which the science or faculty in which he shall have graduated may be applicable.

13. All Heads of Departments and of Offices, and others, having the power of selecting to appointment in the Public Service, are required to take all expedient measures, when vacancies arise, for facilitating the application of Candidates qualified according to the Tests or Certificates prescribed.

14 Nothing in these rules contained shall preclude Heads of Departments or others from recommending to the sanction of Government, the promotion of any persons holding appointments, at the time of the promulgation of the present rules, to any Offices when and as they become vacant, in preference to those producing Tests or Certificates, upon special grounds to be stated on their behalf.

It will be desirable before submitting any of these suggestions to the consideration of Government, to sketch out a methodical list of the subjects, and also of the works, on which (subject to any reconsideration when Public Examiners shall have been appointed) public examinations shall be founded. This appears to me advisable, not only as affording fuller materials to enable Government to form a judgment on the expedience of the scheme itself, but as exemplifying its practicability. The selection of works applicable to each subject, out of which the Student may be allowed to choose such as he may be examined in, requires much consideration. They must not be numerous, as that would entail much and needless preparation on the part of the Examiners; at the same time they ought not to be confined peremptorily to one particular book in each department of instruction, as such a limitation would have the appearance of an ungracious restriction on the discretion of the various Heads of Seminaries, and other Teachers.

I have had some consultations with the Head Master and the Secretary on the topic, and am disposed to submit the following list, which, tho' not complete, and requiring reconsideration, and some additions in details, may prove a sufficient sketch for the object of this Minute.

Subjects and Books for the proposed Test Examinations.

1st. English, Tamil, or Teloogoo, reading and writing, and writing from dictation.

2d. Principles of Morality,

(Books and Works out of which choice to be made by the Candidates. Some selected chapters out of the three following works:

Adam Smith's Theory of moral sentiments.

Abercrombie on the moral feelings.

Paley's Moral Philosophy.

The New Testament for Christians).

3d. Arithmetic, viz. the four Simple and Compound Rules, Reduction. Vulgar and Decimal Fractions, Rule of Three (Simple and Compound), Tables of Weights and Measures.

4th. Euclid, three first Books.

5th. Geography, including the Elements of Physical Astronomy.

(Books, &c.—Goldsmith's, Pinnock's Goldsmith's, Nicholls, Keith on the Globes.)

6th. English and Indian Constitutions.

(Books, &c.—Certain selected Chapters of Blackstone, first 5 discourses of Norton's Rudimentals, De Lolme).

7th. English and Indian History, and General History.

(Books, &c.—Mudie's 2 vols. or Martin's 1st vol. of East India Company's Possessions, Goldsmith's History of England, or Pinnock's Goldsmith's do., Mr. Markham's History.)

Subjects and Books for the proposed special and additional Test Examinations for particular Departments.

In the Judicial Department.

1st. Elements of Public Law.

(Books, &c.—Selected chapters from Blackstone, Norton's Rudimentals 6th Discourse, Warren's Select Extracts from Blackstone's Commentaries.)

2d. Acts and Regulations of Government.

3d. Elements of Hindoo and Mahomedan Law.

(Books, &c.—Macnaghten's Hindoo Law, do. Mahomedan Law, Sir Thomas Strange's Hindoo Law.)

In the Revenue Department.

1st. Elements of Political Economy.

(Books, &c.—Adam Smith's Wealth of Nations, Walker's Principles of Political Economy, Mrs. Marcet's Conversations on Political Economy.)

2d. Acts and Regulations of Government.

3d. Statistics and resources of India.

(Books, &c.—Martin's 1st vol., Elphinstone's India, Thornton's do.)

Engineering Department.

1st. Elements of Industrial Mechanics—Force and Resistance—Geometry and Mensuration.

(Books, &c.—Katie's Mechanics, Introduction to Natural Philosophy (Calcutta Edition), Stephenson on Civil Engineering, six first books of Euclid (Lardner's), with Geometrical exercises.

2d. Linear Drawing and Perspective.

Having thus placed before the Board my views on this subject of Tests, I propose that we should place the resolutions which the Board shall come to upon them, before the consideration of Government. In the mean time, I will take the liberty of suggesting in a separate Minute, the nature of the communication which it may be convenient to make to the Heads of Departments, with a view to further information upon details of the scheme I have proposed.

GEO. NORTON.

6th October 1841.

I.

Minute of the Board of Governors of the Madras University, on the preparation of Class Books, dated 26th July 1841.

This Board has been furnished by Government with an extract of a letter from the Government of India to this Government, directing their attention, and that of this Board, to para. 38 of a Minute of the Governor General dated 24th November 1839. This Board was at the same time furnished with an extract of paras. 28, 29 and 38 of that Minute.

Upon a consideration of these paras. it appears that the Governor General is desirous that certain Class Books, consisting of selections from English works, or of compilations drawn up and adapted for Native Pupils, should be prepared at the charge of the education funds of all the Presidencies—that they should be prepared under one scheme of control to be exercised by the Committee of Public Instruction in Bengal, who are (in concert with other Educational Institutions) to make out a list of the Books wanted, and report by what means they are to be prepared, at what cost, and among what parties this cost is to be distributed, and that then the Government of India will determine on the completion of the plan, and about the furnishing the requisite funds. It further appears by this Minute that the ulterior object is to provide *Vernacular* Class Books for Native Pupils (among which are included Treatises on Laws, Political Economy, and Morals) to be written in a correct and elegant style by translation from the English selections or compilations thus drawn up. In reference to these views of the Governor General, this Board (in conjunction with all other Educational bodies) is called upon to co-operate in the preparation of such Class Books, to be rendered into the Vernacular tongues—for which object the Board has been furnished with the Extracts, and is to be furnished with the Resolution of the Government of India which may be finally adopted explanatory of its general views. The Minute finally intimates that it is desirable that there should be a thorough understanding among the different Presidencies of the plans pursued in each, and that the experience of each should be made known for the benefit of all, and that all should work together in the pursuit of the desired result.

These extracts have been for four or five months before this Board; but they have had their time hitherto occupied altogether in the formation and arrangements of the Institution which was the original and more immediate object of their care. Indeed, it has only been since February and March last, that this Board's attention has, under the instructions of Government, been extended to more general views. This explanation will account for the quality of this Board's reply of 20th July 1840, to the letters from the Secretary of the Committee of Public Instruction of Calcutta of 25th April and 5th May 1840, and for their not having taken up the subjects of those letters, and of the above noticed paras. of the Governor General's Minute before. It remains that this Board should, in compliance with the desire of the Supreme Government, as expressed in the above Extracts, communicate their sentiments to their own Government, and to the Boards of Education at the other Presidencies, upon the topics adverted to in those extracts.

As regards the educational books which have been either compiled or translated at this Presidency, they are very few. A School Book Society was founded here in the year 1820, and two reports of their proceedings and progress were printed in 1822 and 1827, copies of which are herewith forwarded. Under the auspices of this Society, some of these compilations and almost all of the translations alluded to, were made. Some of the compilations were, however, made at Calcutta. A list sent herewith, will furnish information of the number, quality, and character of these works.

To advert, first, to the object of *preparing English Class Books*, this Board would observe that they do not experience any material deficiency (except in respect of *Dictionaries*, as will be hereafter noticed) of works calculated either for primary, or for grammatical and critical, instruction of Natives in

acquiring proficiency in the English language. The numerous works directed to these objects which are extant, have appeared to them sufficient for *these* ends, tho' capable, no doubt, of improvement.

But, whether as respects this fundamental object of tuition *in the English language* and literature, or as regards the ulterior object of imparting sound and *substantive knowledge*, the Board conceive that they can suggest no more essentially useful undertaking than that of compiling a series of better Dictionaries in the English and Native, and Native and English languages, respectively. The English language, of course, contains a very large proportion of words, (more particularly those which are scientific, and others which are highly abstract) which the vernacular languages of the East (in their various degrees of deficiency) have no corresponding terms for. But, still, a great portion of these terms would admit of explanatory *expositions*. A copious English and Native Dictionary compiled on the principle of Stephen's Greek Thesaurus would be, as this Board conceives, of peculiar efficacy, not only in imparting to Natives facilities towards attaining a critical knowledge of the English language, but as furnishing materials for enlarging and enriching the Native languages, by the efforts it would gradually excite to transfuse the new terms, according to the genius and structure of the respective Native languages.

The object and aim in the compilation of *Native* Dictionaries, both Native and English, and Native purely, would be different. The meagreness and deficiency of the best of these vernacular languages would suggest the incorporation into such Native Dictionaries of as many words, from whatever languages derived, as actual recent adoption, sound and learned discretion, and the structure and capabilities of the respective Native languages would admit of. The main result to be looked to in such a gradually enlarged and judicious transfusion of expedient new words would, of course, be the improvement of the vernacular languages themselves, rather than any material advancement of the Native Student in the English language. But the former object is, in itself, one of the very first importance; and Native Dictionaries* of this quality would in some degree be ancillary of the latter also.

The compilation of Dictionaries of this improved description would be a work of time, and it is imagined could only be accomplished thro' a combination of Natives and Englishmen critically versed both in English and the Vernacular languages. But the Board abstain from entering into questions of detail.

As regards the preparation of English works with a view to the diffusion of *substantive* knowledge generally among the Natives, the Board are inclined to think that there are but very few which require to be *expressly compiled or composed* for the use of those Scholastic or Collegiate Institutions which aim at imparting the *higher departments of literature and science thro' the medium of the English language*. When thoroughly masters of that language, the Native youths can resort to the same instruction thro' its medium in the exact sciences, and in several others, as English youths, and with equal advantage. The course of instruction to be provided by the High School of the Madras University (preparatory to that to be imparted thro' the Collegiate department) comprises—besides instruction in the English and Vernacular languages, and the exercises dependent on this quality of learning—Arithmetic, Mathematics, Geography, History, Natural Philosophy, and Moral Philosophy. But, it is only in the last branch of instruction that any material need is felt of a work expressly prepared for Native youths attending this School.

An English work, however, on *Moral Philosophy* expressly adapted for the instruction of Native youths, as well as those attending Schools of the

* Mr. William Elliot of the Civil Service compiled a most elaborate Dictionary of Hindoostanee, which he has no means of bringing out; and Mr. C. P. Brown has prepared another of Teloogoo, both of which the Authors might consent to model according to the views of the Board, in preference to letting them perish 'ere their birth.

quality of the High School, as those attending Collegiate Classes of higher pretensions, does seem to the Board to be peculiarly requisite. This Board has recorded amongst the Minutes of its Proceedings their sense of the expediency of some such English Class Book, for the self-same reasons as have been expressed in Mr. Cameron's Minute of 21st September 1840. It is satisfactory, also, to mention that the very same work, Smith's Theory of Moral Sentiments, which Mr. Cameron has proposed, has been that which, out of several others, has been most favorably considered by the Board as the groundwork of the moral instruction to be inculcated in the Madras University. It is only necessary to add, that an *adaptation* of this work would, in the opinion of the Board, prove a most valuable contribution to the cause of Native Education, and form indeed a competent Class Book in this the most important branch of it. There are also two other works which, with the same view, this Board are disposed to bring before public attention as calculated to impart a large measure of elevated instruction in this department of Philosophy, and which admit, if ably prepared, of general reception among the superior classes of the Native community—these works are Dugald Stewart's Moral Philosophy and Aristotle's Nicomachæan Ethics. They are, however, more appropriate to Collegiate, than to Scholastic classes. The former would require adaptation, and the latter a fuller exposition than a mere translation.

If to English works of this quality in the department of Moral Philosophy, were to be added elementary treatises on Political Government, on Jurisprudence, and on local Law, this Board is inclined to think that the list of works, to be expressly and peculiarly prepared and adapted for the instruction of those Natives who aim at attaining sound and substantive knowledge *in the higher branches of science and literature, thro' the medium of the English language*, would be sufficient. All other branches of education to be cultivated thro' the medium of the English language, might be studied efficiently, perhaps, in the English works now extant; which are less susceptible of improvement by any adaptation, and are equally comprehensible to all classes who are proficient in the English language.

But, it appears to the Board that it is with the view of the general diffusion of substantive knowledge among the *bulk of the Native community*, none of whom may have acquired an extensive or critical proficiency in the English language, and the chief mass of whom are altogether ignorant of that language, that the preparation of a larger series of elementary works in English is most called for—whether such substantive instruction is to be imparted direct thro' the medium of that language, or whether it is to be conveyed, eventually, thro' that of the vernacular tongues.

For it is to be considered, that the whole current conversation and habitudes of life among the Natives are so very different from those which characterise the education and progress in life of Europeans, that the commonest trains of thought, and matters of the most familiar information, in the course of daily acquisition and exercise by the latter, appear often new, and often inexplicable, to the Native Student. This ignorance of European information, and inaptitude to trains of European thought, become gradually dissipated in the case *of the critical Student of the English language and of European literature*. But, the *bulk of the Native community*, who continue for the most part, or altogether, strangers to this quality of learning, are likely to become puzzled and confused with the simplest elementary treatises (with the exception of those upon the exact sciences) which have been composed for the peculiar instruction of *English* youths. There are very few such works that do not abound in observations and allusions which *assume* much more knowledge, and different habits of thought, than what Natives commonly possess. And this is more conspicuously observable in those works introducing elementary or general instruction in the higher branches of Science, Philosophy, and Literature. These remarks will apply even to such elementary works as are prepared for the pupilage of English youths—such as Mrs. Marcet's excellent conversations. But much more do